New Brunswick

REPORT CARD 2001

Anglophone School Districts

Department of Education

Evaluation Branch

New Brunswick

New Brunswick Anglophone School Districts (2001)

EXECUTIVE SUMMARY
Report Card 2001

"Report Card" is an annual review of student achievement in New Brunswick's anglophone school districts as measured by results on provincial examinations/assessments. The data contained in this document summarize and describe what students at various grade levels know and are able to do. "Report Card 2001" helps fulfill the Department of Education's continuing commitment to keep the public well informed about important aspects of the education system.

It is helpful to keep in mind that the school assessments described in Report Card 2001 serve different purposes.

Both provincial assessments at the end of grade 3 and grade 5 focus on student attainment of the prescribed curriculum in the areas of language arts, mathematics and science and do not yield results for individual students. They do provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, administered at the end of grade 8, looks at student attainment of the prescribed curriculum in mathematics and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June, 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for 30 per cent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

The French Second Language Assessment conducted at grade six is a school-level measure of reading and writing proficiency. The grade 12 French Second Language Oral Proficiency Evaluation does provide students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

How Our Students Achieved Overall

SENIOR HIGH SCHOOL	ASSESSMENTS	2000-2001
	Grade 11 Mathematics: 111/112 average mark	55
	Grade 11 Mathematics: 113 average mark	52
	Grade 11 English: 111/112 average mark	53
	Grade 11 English: 113 average mark	56
	Grade 12 FSL Oral Proficiency:	
	Core % at Basic Plus or higher	58
	Late Immersion % at Intermediate or higher	90
	Early Immersion % at Intermediate Plus or higher	79
MIDDLE LEVEL	ASSESSMENTS	
	English Language Proficiency: % Successful	76
	Reading – multiple-choice section	75
	Reading – constructed response section	76
	Demand writing section	85
	Mathematics Proficiency: % Successful	53
ELEMENTARY LEVEL	ASSESSMENTS	
	Grade 3: % of schools at or above expected level of performance	
	Mathematics	72
	Science	60
	Reading	83
	Grade 5: % of schools at or above expected level of performance	
	Mathematics	68
	Science	82
	Reading	98
	Writing I	51
	Writing II	60
	Grade 6: FSL for Early Immersion % of students at or above acceptable level	
	Reading	66
	Writing	67

High School

Over the past five years, average achievement of grade 11 students on the Provincial Examination (PE) in 111/112 English reached a high of 66% in 1998. Since that time, scores have declined, reaching a low of 53% this year and resulting in a widening of the traditional gap between school and PE marks. The Department of Education will take steps to clarify curriculum standards with high school educators to clarify outcomes and to ensure more uniformity in assessing and reporting achievement.

In the same five year period, average Provincial Examination scores ranged between 53% and 57% for students in Mathematics 111/112, and between 46% and 54% for Mathematics 113. New mathematics curricula will be introduced in the next school year with the view to improving achievement.

Middle Level

The success rates on the Middle Level English Language Proficiency Assessment have risen steadily from 66% to 76% during the past five years. Improved writing skills have accounted for most of the gains while achievement on the reading components has not shown substantial improvement, again underscoring the need to more clearly define and communicate literacy standards to the educational community.

The Middle Level Mathematics Assessment success rates fell to 53% this year. Student performance was weakest in numbers and operations, which comprises the largest portion of the grade eight mathematics curriculum. The Department of Education has renewed a provincial mentorship program which focuses on instructional methodology and assistance to classroom teachers in improving delivery of the mathematics curriculum.

Elementary Level

On the Provincial Assessments at Grade 3 and Grade 5, fewer elementary schools met or exceeded expectations this year, despite overall student performance remaining unchanged from what it had been in 2000. This can be accounted for by the fact that expectation levels were raised this year, most notably for grade 3; that is, parents and teachers involved in expectations setting sessions around the province set the bar higher, sounding a call for increased student achievement in literacy and numeracy.

When looking at assessment results, it is not always as easy as it appears to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.

An Area of Concern

The results of provincial assessments as well as those of national and international testing programs continue to show a widening gap in achievement between boys and girls. On the New Brunswick elementary and middle level assessments, girls as a group consistently outperform boys in the areas of reading and writing. This parallels the findings of a recent international measure of reading ability where performance of girls in level three (non-academic) English courses was comparable to the performance of boys in level two (university preparatory) courses. The Department of Education recognizes this ongoing issue and will continue to develop and implement strategies to address it.

Table of Contents

1. Preface ii

2. Principles Guiding the Work of the Evaluation Branch 1

3. Some Questions and Answers 3

4. Grade 11 Provincial Examinations
   - Background, Findings and Follow-up 6
   - Charts: Grade 11 Mathematics and English Results by School 8

5. Grade 12 French Second Language Oral Proficiency Evaluation
   - Background, Findings and Comments 16
   - Charts: Grade 12 FSL Results by School 18
   - Charts: District Results by Program Goal 24

6. Middle Level English Language Proficiency Assessment
   - Background, Findings and Follow-up 28
   - Charts and Graphs 30

7. Middle Level Mathematics Assessment
   - Background, Findings and Follow-up 38
   - Charts and Graphs 40

8. Assessment at Grade 3
   - Background, Findings and Follow-up 48
   - Charts and Graphs 50

9. Assessment at Grade 5
   - Background, Findings and Follow-up 62
   - Charts and Graphs 64

10. FSL Assessment at Grade 6
    - Background, Findings and Follow-up 78
    - Charts and Graphs 79

11. Appendix A: Technical Issues 83

12. Appendix B: Achievement Trends 89

13. Appendix C: Marking Criteria and the New Brunswick Oral Proficiency Scale 95

Preface

The format of Report Card 2001 will parallel the one used for the first time last year.

Results of provincial examinations/assessments will continue to be shown for all schools whereas prior to Report Card 2000, only individual high schools were identified. These data summarize and describe the skills and knowledge students are expected to learn and represent the Department of Education's continuing commitment to keep the public well informed about aspects of the education system deemed important to them.

The Nature of the Assessment Programs

It is helpful to keep in mind that the school assessments described in Report Card 2001 serve different purposes.

Both provincial assessments at the end of grade 3 and grade 5 focus on student attainment of the prescribed curriculum in the areas of language arts, mathematics and science and do not yield results for individual students. They do provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, administered at the end of grade 8, looks at student attainment of the prescribed curriculum in mathematics and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June, 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for 30 percent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

The French Second Language Assessment conducted at grade six is a school-level measure of reading and writing proficiency. The grade 12 French Second Language Oral Proficiency Evaluation does provide students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

Reporting Assessments Results

Because provincial assessments serve different purposes, they are reported in ways designed to support those purposes. This next section will explain how they have been summarized for Report Card 2001.

Grade 3 and Grade 5

Since the grade 3 and grade 5 assessments are concerned with school performance, rather than individual students, school results are determined through a procedure called expectations setting. It is a well established method of attempting to deal with the question of "How good is good enough?" and is explained fully in Appendix A. Expectations can vary from year to year, for reasons also described in Appendix A, which result in striking changes in reported levels of student performance. This is apparent when comparing last year's grade 3 and grade 5 district results to the 2001 district results. Even though both sets of assessments were of parallel difficulty, fewer schools met or exceeded expectations in 2001 than in 2000 because expectations were higher. In simple terms, parents and teachers set the bar higher, sounding a call for increased student performance.

Middle Level, and the Grade 6 and Grade 12 French Second Language Assessments

Both of the middle level assessments and the grade 6 and grade 12 French Second Language assessments report student achievement on a descriptive scale that ranges from *Weak* to *Superior* (or *Novice* to *Superior* for the FSL oral test).

Terms such as *Superior, Weak* or *Marginal* do not indicate exact points on a performance scale; rather, they represent a range of achievement (skills, knowledge and abilities). Students categorized as *Acceptable* have demonstrated the appropriate skills, knowledge and abilities at a particular point in their schooling. Students who have not demonstrated the grade level appropriate achievement are categorized into either the *Weak* or *Marginal* levels, while those whose work exceeds *Acceptable* are classified into either the *Competent* or *Superior* categories.

However, it is important to understand that performance deemed *acceptable* at one grade will not be *acceptable* at another grade. For example, *acceptable* in reading at grade 8 differs very substantially from *acceptable* at reading in grade 6 FSL.

Test results reported in this fashion make it easier for teachers, administrators and policy-makers to pinpoint students' weaknesses in order to foster improvement. Reporting in this manner is standard practice in many educational jurisdictions and for the Pan-Canadian School Achievement Indicators Program (SAIP).

The Grade 11 Provincial Examinations

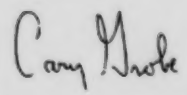
All the results reported for the Grade 11 Provincial Examinations in English Language Arts and Mathematics are in percentages. Since these examinations account for 30% of students' final marks in given grade 11 courses, they are reported in a manner that allows them to be readily combined with their school grades. Because of their nature, these examinations do not have a specific pass mark.

English as a Second Language for High School Students in China

Students at the Beijing Concord College of Sino Canada, Beijing, China follow the New Brunswick curriculum and are eligible to earn a New Brunswick high school diploma providing they demonstrate an acceptable level of performance on a compulsory assessment of English as a second language. The Evaluation Branch has developed and validated measures of reading, writing, listening and speaking for that purpose. The success rate for grade 12 students at BCCSC for the 2000-2001 school years was above 80 percent.

A Note on Comparisons

Lastly, when looking at assessment results, it is not always as easy as it appears to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.



Cary Grobe, Ed.D
Director of Evaluation

Principles Guiding the Work of the Evaluation Branch*

Regardless of the method or frequency of delivery, the following key principles guide the Branch's work in developing assessments and examinations, so as to ensure that high expectations for student learning in New Brunswick are established and reflected in the examinations/tests.

1. **All written material (bulletins, examinations/tests, results, reports, correspondence) developed by the Evaluation Branch must stand up to scrutiny.**

   This implies that considerable effort must be expended to ensure that quality control is maintained, i.e., editorial consistency, accuracy, and appropriateness to the purpose of the communication.

   Infrastructure

   - Assessments must be delivered in a systematic way.
   - Assessments must be cost effective.
   - Assessments are developed and processed in a healthy work environment, where adequate and appropriate human and physical resources and time are provided.

2. **Assessments and examinations must be seen to be valid instruments by students, teachers, school jurisdiction personnel, and by the Department of Education.**

   This implies that item development, field testing, criteria development and expectation setting involve teachers from different parts of the province to ensure that decisions are not based on one individual's or one jurisdiction's interpretation of the programs of study.

   Quality of Content

   - Provincial assessments are an integral part of improving student learning and must be aligned with curriculum outcomes.
   - Assessments must measure learning as accurately as possible. Evaluation of written work is an important source of information about student achievement.

   Technical Quality

   - Examinations and assessments produced by the Evaluation Branch must be of high technical quality and incorporate best psychometric processes.
   - All forms of an examination in a subject administered within a given school year (i.e., Grade 11 Provincial Examinations) must be built to the same specifications, be parallel, and be as equivalent as possible.
   - Reliability of examinations/tests requires careful attention to the selection of test items.
   - Reporting must be clear, accurate, and timely, and must contribute to the improvement of instruction and public accountability; this refers to both aggregate and individual results.

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* Based on a model from Alberta Learning

3. **To reassure students, the profession, and the public at large, the Evaluation Branch must communicate openly during the examination development and expectation setting phases because students and quality of education overall are affected by the examinations built.**

Teacher Involvement

- Teacher support for the programs must be maintained through ongoing teacher input and involvement in all phases of the process, including development, technical review, validation, and scoring.

Fairness/Consistency

- Students and their learning are of utmost importance.
- Fairness and consistency of standards for all students must be maintained; this includes requiring evidence of course completion before final results can be determined (e.g., school-awarded mark for grade 11 examinations).
- Public acceptance of the programs must be maintained through transparent processes including external reviews.

Validity

- Security of examination/test administrations must be maintained to ensure validity and reliability of the results.
- Quality and currency are maintained through release of test items, scoring rubrics and external advisors' reports to the field.

Accessibility

- Student accessibility to examinations/tests must be maintained through the provision of French translations and special formats and accommodations.
- Examinations and tests, both in their format and administration, should incorporate the style and the tools that are typically used in the particular discipline, including calculators, dictionaries, thesauruses, formula sheets, and data tables.

These requirements should be seen as the criteria or screen through which all work is evaluated.

SOME QUESTIONS AND ANSWERS

Q. **What is "Report Card"?**

A. "Report Card" is an annual report that gives New Brunswickers a summary of student achievement in anglophone school districts as measured by our student assessment programs. This is the seventh year that "Report Card" has been issued. Although a similar document has been produced for francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ from one sector to the other. "Report Card" includes results of provincial assessments by district and by school, and helps us ensure that our education system is accountable by informing parents and others about the testing program.

Q. **How did our students do overall?**

A. Assessment results for the past several years have shown that New Brunswick high school students in grade 11 generally perform better in English than in mathematics. Results of the Middle Level English Language Proficiency Assessment continue to improve, with 76% of grade 8 students reaching an acceptable standard.

Overall, girls tend to do better than boys. This is particularly striking in the Middle Level English Language Proficiency Assessment, where 80% of girls reached the standard compared to 71% of boys; but not so for the Middle Level Mathematics Assessment, in which 52% of the girls and 53% of the boys achieved the acceptable level or higher.

On the basis of language of instruction, students in the Intermediate French Immersion program were once again the most successful on the Middle Level English Language Proficiency Assessment, followed closely by those in Early Immersion, then by those in the English program. On the Middle Level Mathematics Assessments, Intermediate and Early Immersion students performed considerably better than those in the English program.

By their last year in public school, students in Early Immersion tend to demonstrate a higher level of French oral proficiency than those in the Intermediate Immersion and Core French programs.

Q. **Are there any limitations I should keep in mind when interpreting results?**

A. Test scores, like financial indicators, fluctuate, and, as in the financial world, it is more important to watch for improvement over time than to focus upon year to year variations.

It should also be remembered that provincial test scores are just one of many elements to be used in judging a district's or a school's overall success. It is important to keep in mind that numerous factors may influence district or school test performance, including social characteristics, economic conditions, and language differences.

Q. **What was tested?**

A. At the elementary level, grade 3 students were assessed in mathematics, science and reading; grade 5 students were assessed in mathematics, science, reading and writing. French Immersion students in grade 6 wrote a French reading and writing assessment. At the middle level, students' English language and mathematical skills were assessed. At the high school level, students wrote provincial examinations in mathematics and English (grade 11); and French oral proficiency was assessed for those enrolled in a grade 12 French course or a subject course taught in French. All tests and assessments were administered during the 2000-2001 school year.

Q. **Who was tested?**

A. The entire student population was tested at given grades and for specific courses (as noted above). It should be noted that there are two levels of Provincial Examinations: students in level 111/112 courses take one examination, while those in level 113 take another. The exemption rate (the percentage of students excused from writing) was under five percent for the elementary assessments, less than three percent for the Middle Level English Language Proficiency Assessment and about six percent for Middle Level Mathematics. Exemptions and 'did not writes' tend to be somewhat higher for some of the high school exams.

Q. **What will occur as a result of provincial testing?**

A. Provincial follow-up strategies are developed to improve achievement and are described throughout this document. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans. Principals, in cooperation with the Parent School Support Committees, review school results and plan together to find ways to improve teaching and learning.

Q. **Where can I get more information?**

A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your own child's performance, please contact the school concerned.

HIGH SCHOOL RESULTS

PROVINCIAL EXAMINATIONS

FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT

Anglophone School Districts

Grade 11 Provincial Examinations

Background

At the high school level, provincial examinations are administered at the end of grade 11 English and mathematics courses. Examination items are developed and/or reviewed by New Brunswick educators, and the examinations are designed by committees led by Department staff and approved by external advisors from the University of New Brunswick English and Mathematics Departments. Provincial examinations are marked by teachers in a central location. Students' marks count for 30% of their final course grade with the remaining 70% based on teacher assessment. The pass mark for courses in all anglophone high schools is 50%.

There are two examination forms in both mathematics and English: one for the 111/112 courses and one for 113 courses. The examinations are administered at the end of each semester (i.e. in mid January and early June). They are also offered to grade 11 summer school and correspondence course students. The Provincial Examination (PE) is a compulsory component of these grade 11 courses involving all students seeking an 111, 112 or 113 credit. Exemptions are occasionally granted for reasons such as bereavement or serious medical conditions. Students receiving a modified credit for the course do not write the Grade 11 Provincial Examination.

Findings: Mathematics

- Seventy-four percent of students registered for the grade 11 Mathematics Provincial Examinations took Mathematics 111/112; 26% took Mathematics 113.

- In 2000-2001, 4642 students wrote the **Mathematics 111/112** examination, 351 fewer than the previous year. Of these, 47% were male and 53% female.

  The average mark on the PE was virtually unchanged: 55% in 2000-2001 and 54% previously. There was a difference of fourteen points between average PE and school marks, the same as in 1999-2000. The average final score in 2000-2001 rose by one percentage point to 65%.

  The success rate on the PE was 59% for males and 56% for females. The overall success rate for the course went up to 87% compared to 84% the year before.

- One thousand, six hundred and sixty-eight students wrote the **Mathematics 113** examination in 2000-2001, 39 more than in 1999-2000. Forty-five percent of these were female, 55% male.

  The average mark on the PE slipped by 2% and the average school mark rose to 65% from 63%. The gap between PE and school scores was thirteen points in 2000-2001 while it was nine points in 1999-2000.

  Both the average final mark (62%) and the success rate (88%) for the course inclined in 2000-2001 by 1 and 3 percentage points respectively. Males were more successful on this examination than females, with success rates of 63% and 51% respectively.

Findings: English

- Eighty-one percent of students registered for the grade 11 English Provincial Examinations wrote English 111/112, while 19% wrote English 113.
- In 2000-2001, 4967 students wrote the **English 111/112** examination, 47 more than in the previous year. The ratio of males to females was 45% to 55%.

  The average score was 53% on the PE and 69% for the school mark, resulting in a wide 16 point gap. However, this had little effect on either the average final score (65% in 2000-2001 and 67% in 1999-2000), or the success rate on the course (91% compared to 94% in 1999-2000).

  Females were more successful on the PE than males (63% and 53% respectively).
- One thousand, one hundred and seventy-two students wrote **English 113**, up by 106 in the previous year. Of these, 63% were male, 37% female.

  In 2000-2001, the average PE mark was 56% and it was 63% for the school, a gap of seven points compared to one of six points in the year before.

  Success rates on the examination were the same for males and females at 69%.

Follow-up

- In addition to the detailed results distributed to students, schools and districts, final assessment data is transferred to school districts electronically, so that further analysis specific to each district and school can be undertaken.
- Teachers are provided with a detailed analysis of results for their own class(es).
- For English, provincial examination questions with exemplary student responses and the appropriate rubrics are sent to teachers for use with their classes. Reading selections together with multiple choice items chosen from previous examinations are made available to high school English teachers for discussion and review with their students. An analysis of both the correct response and the distractors for these items is provided.
- For mathematics, a number of multiple choice and open response items from the 2001 provincial exams has been released to all high schools. An answer key and scoring criteria for the open response items are provided as well. Teachers are encouraged to use these released items for discussion in the classroom and as part of their classroom assessment program.
- Highlights of assessment results, together with comments and recommendations from the University of New Brunswick Mathematics and English professors who act as our External Advisors, are reviewed with high school educators.
- Provincial examination results provide a focus for the School Improvement Plan of many high schools.

In reading the following chart, you can see that 63% of grade 11 students taking mathematics at Petitcodiac Regional High in 2000-2001 were enrolled in level 111/112 courses, compared to 62% enrolled in level 111/112 the previous year. Their average mark on the examination was 61%, up 8% from 1999-2000. Seventy-five percent of the 2000-2001 students passed the examination, compared to 48% in 1999-2000. This year's students earned an average school mark of 75%, five points more than in 1999-2000. This year, 93% of Petitcodiac Regional High 111/112 mathematics students passed the course, compared to 88% for the district and 87% for the province.

	Mathematics 111/112 2000-2001							Mathematics 111/112 1999-2000						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	25	(1)	58	100	66	64	100
Caledonia Reg. High	54	(25)	53	60	68	64	88	64	(43)	53	51	69	64	84
Harrison Trimble High	79	(167)	59	68	67	65	86	78	(228)	52	50	66	62	80
J. M. A. Armstrong High	76	(56)	51	55	71	65	89	74	(67)	50	46	73	67	93
Moncton High*	74	(175)	57	61	69	66	86	80	(268)	58	62	67	65	83
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	63	(40)	61	75	75	71	93	62	(49)	53	48	70	65	84
Riverview High	84	(221)	53	53	68	64	87	83	(276)	58	65	68	65	86
Tantramar High	69	(102)	65	76	73	70	93	67	(111)	61	65	70	67	86
District 02 Average	**74**	**(786)**	**57**	**62**	**69**	**66**	**88**	**76**	**(1043)**	**56**	**58**	**68**	**64**	**84**
Belleisle Reg. High	72	(36)	45	42	70	63	86	75	(21)	46	38	69	62	86
Hampton High	66	(133)	55	52	68	64	87	73	(142)	65	75	69	68	92
Kennebecasis Valley High	92	(269)	57	57	72	68	91	89	(227)	54	53	71	66	86
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	73	(100)	64	76	73	70	96	87	(95)	69	86	72	71	95
Sussex Reg. High	75	(168)	46	41	69	62	83	72	(148)	49	43	68	62	76
District 06 Average	**76**	**(706)**	**54**	**54**	**71**	**66**	**89**	**79**	**(633)**	**57**	**60**	**70**	**66**	**86**
Harbour View High	68	(167)	53	53	66	62	85	81	(246)	47	40	67	61	87
Saint John High	87	(191)	57	59	69	66	85	75	(160)	55	58	63	61	74
Simonds High	61	(167)	45	36	67	61	78	72	(242)	39	24	70	60	80
St. Malachy's High	78	(163)	65	76	68	67	87	84	(164)	46	38	60	56	74
St. Vincent's High	71	(40)	51	53	57	55	70	76	(72)	42	25	68	60	74
Woodlawn	--	--	--	--	--	--	--	100	(1)	30	0	65	55	100
District 08 Average	**73**	**(728)**	**55**	**56**	**67**	**63**	**83**	**77**	**(885)**	**46**	**37**	**66**	**60**	**79**
Campobello Island	77	(10)	41	30	69	61	80	91	(10)	63	70	75	72	100
Fundy High	68	(98)	47	39	65	60	82	69	(78)	42	40	61	55	73
Grand Manan High	80	(20)	44	30	66	60	90	72	(21)	43	29	69	61	81
Sir James Dunn Academy	87	(20)	48	35	73	66	85	95	(39)	59	69	79	73	92
St. Stephen High	67	(95)	52	50	73	67	91	77	(108)	52	47	70	65	91
District 10 Average	**70**	**(243)**	**49**	**42**	**69**	**63**	**86**	**76**	**(256)**	**50**	**48**	**69**	**63**	**85**

*In addition, had pilot course.

School	Mathematics 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 111/112 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	79	(15)	63	80	76	72	93	50	(12)	66	92	75	72	100
Carleton North Senior	82	(90)	64	80	74	71	96	70	(105)	76	91	74	75	99
Hartland High	93	(41)	53	44	76	69	100	86	(50)	61	68	80	74	100
John Caldwell	63	(48)	52	54	67	63	83	47	(29)	50	41	71	65	86
Nackawic Senior	67	(60)	48	42	70	63	90	71	(52)	56	56	73	68	96
Saint Mary's Academy*	--	--	--	--	--	--	--	100	(13)	77	92	70	72	92
Southern Victoria	50	(51)	48	43	75	67	96	45	(39)	56	62	76	70	100
Tobique Valley High	67	(45)	41	27	69	61	89	63	(35)	53	49	65	62	71
Woodstock High	68	(141)	59	72	72	68	92	67	(130)	50	51	67	62	78
District 14 Average	**69**	**(491)**	**55**	**59**	**72**	**67**	**92**	**65**	**(465)**	**59**	**65**	**72**	**68**	**90**
Bathurst High	60	(120)	57	60	68	65	84	60	(114)	63	73	71	69	89
Dalhousie Reg. High	57	(51)	52	51	63	60	78	64	(64)	66	77	66	66	86
Sugarloaf Senior High	81	(86)	48	44	66	60	81	84	(62)	49	45	69	63	84
District 15 Average	**65**	**(257)**	**53**	**53**	**66**	**62**	**82**	**66**	**(240)**	**61**	**67**	**69**	**67**	**87**
Blackville Rural High	60	(27)	64	67	75	71	96	69	(22)	67	91	70	69	91
Bonar Law Memorial	59	(54)	55	52	60	59	67	71	(62)	36	24	54	49	50
James M. Hill Memorial	74	(134)	59	67	68	66	86	81	(155)	65	77	68	67	85
Miramichi Valley High	76	(169)	64	78	67	66	88	83	(166)	63	74	70	68	90
North and South Esk Reg.	73	(35)	70	94	72	72	97	78	(35)	71	83	72	72	97
District 16 Average	**71**	**(419)**	**62**	**72**	**67**	**66**	**86**	**79**	**(440)**	**61**	**70**	**67**	**65**	**83**
Cambridge Narrows	47	(9)	70	78	79	76	89	81	(22)	32	5	77	64	91
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	77	(51)	41	29	63	56	67
Minto Memorial High	60	(33)	54	58	65	62	94	68	(54)	62	69	62	62	76
Oromocto Senior High	76	(199)	59	67	69	66	94	70	(208)	56	61	68	64	89
District 17 Average	**72**	**(241)**	**59**	**66**	**69**	**66**	**93**	**71**	**(335)**	**53**	**53**	**67**	**63**	**84**
Doaktown Consolidated*	--	--	--	--	--	--	--	70	(16)	56	69	75	70	100
Fredericton High	86	(421)	56	58	71	67	87	86	(616)	56	59	67	64	82
Harvey High	44	(18)	63	67	77	73	94	52	(25)	65	68	70	69	92
Leo Hayes High	87	(296)	48	41	71	64	80	--	--	--	--	--	--	--
McAdam High	50	(17)	49	47	72	65	88	42	(10)	47	40	62	57	70
Stanley Regional High	61	(19)	54	42	71	66	95	66	(29)	45	35	68	62	83
Upper Miramichi Regional*	--	--	--	--	--	--	--	*	--	--	--	--	--	--
District 18 Average	**82**	**(771)**	**53**	**51**	**71**	**66**	**85**	**80**	**(696)**	**56**	**59**	**68**	**64**	**83**
Provincial Average	**74**	**(4642)**	**55**	**57**	**69**	**65**	**87**	**75**	**(4993)**	**54**	**55**	**68**	**64**	**84**

*Pilot course

In reading the following chart, you can see that 63% of grade 11 students taking mathematics at Petitcodiac Regional High in 2000-2001 were enrolled in level 111/112 courses, compared to 62% enrolled in level 111/112 the previous year. Their average mark on the examination was 61%, up 8% from 1999-2000. Seventy-five percent of the 2000-2001 students passed the examination, compared to 48% in 1999-2000. This year's students earned an average school mark of 75%, five points more than in 1999-2000. This year, 93% of Petitcodiac Regional High 111/112 mathematics students passed the course, compared to 88% for the district and 87% for the province.

	Mathematics 111/112 2000-2001							Mathematics 111/112 1999-2000						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	25	(1)	58	100	66	64	100
Caledonia Reg. High	54	(25)	53	60	68	64	88	64	(43)	53	51	69	64	84
Harrison Trimble High	79	(167)	59	68	67	65	86	78	(228)	52	50	66	62	80
J. M. A. Armstrong High	76	(56)	51	55	71	65	89	74	(67)	50	46	73	67	93
Moncton High*	74	(175)	57	61	69	66	86	80	(268)	58	62	67	65	83
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	63	(40)	61	75	75	71	93	62	(49)	53	48	70	65	84
Riverview High	84	(221)	53	53	68	64	87	83	(276)	58	65	68	65	86
Tantramar High	69	(102)	65	76	73	70	93	67	(111)	61	65	70	67	86
District 02 Average	**74**	**(786)**	**57**	**62**	**69**	**66**	**88**	**76**	**(1043)**	**56**	**58**	**68**	**64**	**84**
Belleisle Reg. High	72	(36)	45	42	70	63	86	75	(21)	46	38	69	62	86
Hampton High	66	(133)	55	52	68	64	87	73	(142)	65	75	69	68	92
Kennebecasis Valley High	92	(269)	57	57	72	68	91	89	(227)	54	53	71	66	86
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	73	(100)	64	76	73	70	96	87	(95)	69	86	72	71	95
Sussex Reg. High	75	(168)	46	41	69	62	83	72	(148)	49	43	68	62	76
District 06 Average	**76**	**(706)**	**54**	**54**	**71**	**66**	**89**	**79**	**(633)**	**57**	**60**	**70**	**66**	**86**
Harbour View High	68	(167)	53	53	66	62	85	81	(246)	47	40	67	61	87
Saint John High	87	(191)	57	59	69	66	85	75	(160)	55	58	63	61	74
Simonds High	61	(167)	45	36	67	61	78	72	(242)	39	24	70	60	80
St. Malachy's High	78	(163)	65	76	68	67	87	84	(164)	46	38	60	56	74
St. Vincent's High	71	(40)	51	53	57	55	70	76	(72)	42	25	68	60	74
Woodlawn	--	--	--	--	--	--	--	100	(1)	30	0	65	55	100
District 08 Average	**73**	**(728)**	**55**	**56**	**67**	**63**	**83**	**77**	**(885)**	**46**	**37**	**66**	**60**	**79**
Campobello Island	77	(10)	41	30	69	61	80	91	(10)	63	70	75	72	100
Fundy High	68	(98)	47	39	65	60	82	69	(78)	42	40	61	55	73
Grand Manan High	80	(20)	44	30	66	60	90	72	(21)	43	29	69	61	81
Sir James Dunn Academy	87	(20)	48	35	73	66	85	95	(39)	59	69	79	73	92
St. Stephen High	67	(95)	52	50	73	67	91	77	(108)	52	47	70	65	91
District 10 Average	**70**	**(243)**	**49**	**42**	**69**	**63**	**86**	**76**	**(256)**	**50**	**48**	**69**	**63**	**85**

*In addition, had pilot course.

School	Mathematics 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 111/112 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	79	(15)	63	80	76	72	93	50	(12)	66	92	75	72	100
Carleton North Senior	82	(90)	64	80	74	71	96	70	(105)	76	91	74	75	99
Hartland High	93	(41)	53	44	76	69	100	86	(50)	61	68	80	74	100
John Caldwell	63	(48)	52	54	67	63	83	47	(29)	50	41	71	65	86
Nackawic Senior	67	(60)	48	42	70	63	90	71	(52)	56	56	73	68	96
Saint Mary's Academy*	--	--	--	--	--	--	--	100	(13)	77	92	70	72	92
Southern Victoria	50	(51)	48	43	75	67	96	45	(39)	56	62	76	70	100
Tobique Valley High	67	(45)	41	27	69	61	89	63	(35)	53	49	65	62	71
Woodstock High	68	(141)	59	72	72	68	92	67	(130)	50	51	67	62	78
District 14 Average	**69**	**(491)**	**55**	**59**	**72**	**67**	**92**	**65**	**(465)**	**59**	**65**	**72**	**68**	**90**
Bathurst High	60	(120)	57	60	68	65	84	60	(114)	63	73	71	69	89
Dalhousie Reg. High	57	(51)	52	51	63	60	78	64	(64)	66	77	66	66	86
Sugarloaf Senior High	81	(86)	48	44	66	60	81	84	(62)	49	45	69	63	84
District 15 Average	**65**	**(257)**	**53**	**53**	**66**	**62**	**82**	**66**	**(240)**	**61**	**67**	**69**	**67**	**87**
Blackville Rural High	60	(27)	64	67	75	71	96	69	(22)	67	91	70	69	91
Bonar Law Memorial	59	(54)	55	52	60	59	67	71	(62)	36	24	54	49	50
James M. Hill Memorial	74	(134)	59	67	68	66	86	81	(155)	65	77	68	67	85
Miramichi Valley High	76	(169)	64	78	67	66	88	83	(166)	63	74	70	68	90
North and South Esk Reg.	73	(35)	70	94	72	72	97	78	(35)	71	83	72	72	97
District 16 Average	**71**	**(419)**	**62**	**72**	**67**	**66**	**86**	**79**	**(440)**	**61**	**70**	**67**	**65**	**83**
Cambridge Narrows	47	(9)	70	78	79	76	89	81	(22)	32	5	77	64	91
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	77	(51)	41	29	63	56	67
Minto Memorial High	60	(33)	54	58	65	62	94	68	(54)	62	69	62	62	76
Oromocto Senior High	76	(199)	59	67	69	66	94	70	(208)	56	61	68	64	89
District 17 Average	**72**	**(241)**	**59**	**66**	**69**	**66**	**93**	**71**	**(335)**	**53**	**53**	**67**	**63**	**84**
Doaktown Consolidated*	--	--	--	--	--	--	--	70	(16)	56	69	75	70	100
Fredericton High	86	(421)	56	58	71	67	87	86	(616)	56	59	67	64	82
Harvey High	44	(18)	63	67	77	73	94	52	(25)	65	68	70	69	92
Leo Hayes High	87	(296)	48	41	71	64	80	--	--	--	--	--	--	--
McAdam High	50	(17)	49	47	72	65	88	42	(10)	47	40	62	57	70
Stanley Regional High	61	(19)	54	42	71	66	95	66	(29)	45	35	68	62	83
Upper Miramichi Regional*	--	--	--	--	--	--	--	*	--	--	--	--	--	--
District 18 Average	**82**	**(771)**	**53**	**51**	**71**	**66**	**85**	**80**	**(696)**	**56**	**59**	**68**	**64**	**83**
Provincial Average	**74**	**(4642)**	**55**	**57**	**69**	**65**	**87**	**75**	**(4993)**	**54**	**55**	**68**	**64**	**84**

*Pilot course

School	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	100	(12)	29	17	83	67	100	75	(3)	64	100	69	67	100
Caledonia Reg. High	46	(21)	57	62	63	61	91	36	(24)	57	67	66	64	83
Harrison Trimble High	21	(44)	54	61	63	61	86	22	(64)	48	48	62	58	80
J. M. A. Armstrong High	24	(18)	43	33	62	56	78	26	(24)	47	42	63	58	96
Moncton High*	26	(62)	57	63	62	61	77	20	(65)	59	72	70	67	91
PALS (Petitcodiac)	100	(6)	70	100	58	62	100	100	(3)	55	67	48	50	67
Petitcodiac Reg. High	37	(23)	62	83	72	69	100	38	(30)	53	67	57	56	83
Riverview High	16	(41)	57	61	64	62	85	17	(56)	60	80	66	64	91
Tantramar High	31	(45)	56	64	73	68	98	33	(55)	55	60	65	62	87
District 02 Average	**26**	**(272)**	**55**	**61**	**66**	**63**	**88**	**24**	**(324)**	**55**	**64**	**65**	**62**	**87**
Belleisle Reg. High	28	(14)	37	21	65	56	86	25	(7)	45	57	62	57	57
Hampton High	34	(70)	53	59	64	61	91	27	(52)	61	73	67	65	90
Kennebecasis Valley High	8	(23)	45	44	72	64	83	11	(28)	54	75	65	62	82
PALS (Sussex)	100	(28)	70	89	78	75	100	100	(7)	64	100	72	70	100
Rothesay High	27	(37)	41	32	70	61	100	13	(14)	59	71	56	57	71
Sussex Reg. High	25	(57)	41	32	67	59	86	28	(57)	47	44	62	58	86
District 06 Average	**24**	**(229)**	**48**	**48**	**68**	**62**	**91**	**21**	**(165)**	**54**	**64**	**64**	**61**	**85**
Harbour View High	32	(78)	55	62	64	61	87	19	(57)	46	42	66	60	83
Saint John High	13	(29)	53	59	54	54	72	25	(54)	51	57	50	51	57
Simonds High	39	(107)	43	34	65	58	86	28	(94)	45	46	62	57	80
St. Malachy's High	22	(45)	53	58	62	60	82	16	(31)	53	52	61	58	81
St. Vincent's High	29	(16)	39	19	59	53	75	24	(23)	44	26	56	53	61
District 08 Average	**27**	**(275)**	**43**	**47**	**63**	**59**	**84**	**23**	**(259)**	**47**	**46**	**60**	**56**	**74**
Campobello Island	23	(3)	62	100	77	73	100	9	(1)	54	100	85	76	100
Fundy High	32	(47)	42	38	60	55	77	31	(35)	36	26	70	60	92
Grand Manan High	20	(5)	57	80	71	67	80	28	(8)	56	75	59	58	88
Sir James Dunn Academy	13	(3)	55	100	76	70	100	5	(2)	69	100	72	71	100
St. Stephen High	33	(46)	63	85	62	63	89	23	(33)	64	88	64	64	97
District 10 Average	**30**	**(104)**	**53**	**64**	**63**	**60**	**84**	**24**	**(79)**	**51**	**60**	**67**	**62**	**94**

*In addition, had pilot course.

School	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	21	(4)	73	75	74	74	100	50	(12)	78	100	69	72	100
Carleton North Senior*	18	(20)	60	75	62	62	85	30	(46)	67	91	54	58	87
Hartland High	7	(3)	57	67	71	67	100	14	(8)	64	88	78	73	100
John Caldwell	37	(28)	58	57	71	67	93	53	(33)	52	58	75	68	94
Nackawic Senior	33	(29)	57	66	70	66	100	21	(21)	61	76	67	66	95
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	50	(51)	42	29	72	63	100	55	(47)	49	40	68	62	100
Tobique Valley High	33	(22)	60	64	62	62	91	37	(21)	54	57	59	58	81
Woodstock High	32	(67)	64	82	60	62	84	33	(63)	66	75	61	63	83
District 14 Average	**31**	**(224)**	**57**	**62**	**66**	**63**	**92**	**35**	**(251)**	**60**	**69**	**64**	**63**	**90**
Bathurst High	40	(80)	50	50	64	60	88	40	(77)	51	56	63	60	77
Dalhousie Reg. High	43	(38)	51	53	68	63	87	36	(36)	53	56	71	66	94
Sugarloaf Senior High	19	(20)	49	50	62	58	80	16	(12)	55	75	72	67	100
District 15 Average	**35**	**(138)**	**50**	**51**	**65**	**61**	**86**	**34**	**(125)**	**52**	**58**	**66**	**62**	**84**
Blackville Rural High	40	(18)	63	83	68	66	94	31	(10)	63	70	70	68	90
Bonar Law Memorial	41	(37)	50	57	64	60	87	29	(25)	42	36	64	57	68
James M. Hill Memorial	26	(46)	60	70	64	63	83	19	(37)	52	54	58	56	73
Learning Centre	--	--	--	--	--	--	--	100	(4)	70	100	71	71	100
Miramichi Valley High	24	(54)	61	83	60	61	87	17	(34)	69	79	63	65	88
North and South Esk Reg.	27	(13)	47	46	63	58	77	22	(10)	34	20	59	52	50
District 16 Average	**29**	**(168)**	**57**	**71**	**63**	**61**	**86**	**21**	**(120)**	**55**	**58**	**62**	**60**	**77**
Cambridge Narrows	53	(10)	62	80	65	64	100	19	(5)	38	40	67	58	80
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	23	(15)	36	20	53	48	40
Minto Memorial High	40	(22)	65	91	75	72	100	32	(26)	67	89	72	71	100
Oromocto Senior High	24	(62)	58	73	65	63	94	30	(90)	61	74	66	65	96
District 17 Average	**28**	**(94)**	**60**	**78**	**67**	**65**	**96**	**29**	**(136)**	**58**	**70**	**66**	**64**	**90**
Doaktown Consolidated*	--	--	--	--	--	--	--	30	(7)	62	86	65	64	100
Fredericton High	14	(66)	55	62	67	63	91	14	(99)	63	73	62	62	82
Harvey High	56	(23)	55	48	68	65	96	48	(23)	69	96	62	64	96
Leo Hayes High	13	(46)	42	33	65	58	83	--	--	--	--	--	--	--
McAdam High	50	(17)	64	71	73	70	88	58	(14)	56	79	62	60	79
Stanley Regional High	39	(12)	55	58	72	67	100	34	(15)	55	67	66	63	93
Upper Miramichi Regional*	--	--	--	--	--	--	--	100	(12)	64	83	74	71	92
District 18 Average	**18**	**(164)**	**52**	**52**	**68**	**63**	**90**	**20**	**(170)**	**62**	**77**	**63**	**63**	**86**
Provincial Average	**26**	**(1668)**	**52**	**56**	**65**	**62**	**88**	**25**	**(1629)**	**54**	**61**	**63**	**61**	**85**

*Pilot course

School	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	100	(12)	29	17	83	67	100	75	(3)	64	100	69	67	100
Caledonia Reg. High	46	(21)	57	62	63	61	91	36	(24)	57	67	66	64	83
Harrison Trimble High	21	(44)	54	61	63	61	86	22	(64)	48	48	62	58	80
J. M. A. Armstrong High	24	(18)	43	33	62	56	78	26	(24)	47	42	63	58	96
Moncton High*	26	(62)	57	63	62	61	77	20	(65)	59	72	70	67	91
PALS (Petitcodiac)	100	(6)	70	100	58	62	100	100	(3)	55	67	48	50	67
Petitcodiac Reg. High	37	(23)	62	83	72	69	100	38	(30)	53	67	57	56	83
Riverview High	16	(41)	57	61	64	62	85	17	(56)	60	80	66	64	91
Tantramar High	31	(45)	56	64	73	68	98	33	(55)	55	60	65	62	87
District 02 Average	**26**	**(272)**	**55**	**61**	**66**	**63**	**88**	**24**	**(324)**	**55**	**64**	**65**	**62**	**87**
Belleisle Reg. High	28	(14)	37	21	65	56	86	25	(7)	45	57	62	57	57
Hampton High	34	(70)	53	59	64	61	91	27	(52)	61	73	67	65	90
Kennebecasis Valley High	8	(23)	45	44	72	64	83	11	(28)	54	75	65	62	82
PALS (Sussex)	100	(28)	70	89	78	75	100	100	(7)	64	100	72	70	100
Rothesay High	27	(37)	41	32	70	61	100	13	(14)	59	71	56	57	71
Sussex Reg. High	25	(57)	41	32	67	59	86	28	(57)	47	44	62	58	86
District 06 Average	**24**	**(229)**	**48**	**48**	**68**	**62**	**91**	**21**	**(165)**	**54**	**64**	**64**	**61**	**85**
Harbour View High	32	(78)	55	62	64	61	87	19	(57)	46	42	66	60	83
Saint John High	13	(29)	53	59	54	54	72	25	(54)	51	57	50	51	57
Simonds High	39	(107)	43	34	65	58	86	28	(94)	45	46	62	57	80
St. Malachy's High	22	(45)	53	58	62	60	82	16	(31)	53	52	61	58	81
St. Vincent's High	29	(16)	39	19	59	53	75	24	(23)	44	26	56	53	61
District 08 Average	**27**	**(275)**	**43**	**47**	**63**	**59**	**84**	**23**	**(259)**	**47**	**46**	**60**	**56**	**74**
Campobello Island	23	(3)	62	100	77	73	100	9	(1)	54	100	85	76	100
Fundy High	32	(47)	42	38	60	55	77	31	(35)	36	26	70	60	92
Grand Manan High	20	(5)	57	80	71	67	80	28	(8)	56	75	59	58	88
Sir James Dunn Academy	13	(3)	55	100	76	70	100	5	(2)	69	100	72	71	100
St. Stephen High	33	(46)	63	85	62	63	89	23	(33)	64	88	64	64	97
District 10 Average	**30**	**(104)**	**53**	**64**	**63**	**60**	**84**	**24**	**(79)**	**51**	**60**	**67**	**62**	**94**

*In addition, had pilot course.

School	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	21	(4)	73	75	74	74	100	50	(12)	78	100	69	72	100
Carleton North Senior*	18	(20)	60	75	62	62	85	30	(46)	67	91	54	58	87
Hartland High	7	(3)	57	67	71	67	100	14	(8)	64	88	78	73	100
John Caldwell	37	(28)	58	57	71	67	93	53	(33)	52	58	75	68	94
Nackawic Senior	33	(29)	57	66	70	66	100	21	(21)	61	76	67	66	95
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	50	(51)	42	29	72	63	100	55	(47)	49	40	68	62	100
Tobique Valley High	33	(22)	60	64	62	62	91	37	(21)	54	57	59	58	81
Woodstock High	32	(67)	64	82	60	62	84	33	(63)	66	75	61	63	83
District 14 Average	**31**	**(224)**	**57**	**62**	**66**	**63**	**92**	**35**	**(251)**	**60**	**69**	**64**	**63**	**90**
Bathurst High	40	(80)	50	50	64	60	88	40	(77)	51	56	63	60	77
Dalhousie Reg. High	43	(38)	51	53	68	63	87	36	(36)	53	56	71	66	94
Sugarloaf Senior High	19	(20)	49	50	62	58	80	16	(12)	55	75	72	67	100
District 15 Average	**35**	**(138)**	**50**	**51**	**65**	**61**	**86**	**34**	**(125)**	**52**	**58**	**66**	**62**	**84**
Blackville Rural High	40	(18)	63	83	68	66	94	31	(10)	63	70	70	68	90
Bonar Law Memorial	41	(37)	50	57	64	60	87	29	(25)	42	36	64	57	68
James M. Hill Memorial	26	(46)	60	70	64	63	83	19	(37)	52	54	58	56	73
Learning Centre	--	--	--	--	--	--	--	100	(4)	70	100	71	71	100
Miramichi Valley High	24	(54)	61	83	60	61	87	17	(34)	69	79	63	65	88
North and South Esk Reg.	27	(13)	47	46	63	58	77	22	(10)	34	20	59	52	50
District 16 Average	**29**	**(168)**	**57**	**71**	**63**	**61**	**86**	**21**	**(120)**	**55**	**58**	**62**	**60**	**77**
Cambridge Narrows	53	(10)	62	80	65	64	100	19	(5)	38	40	67	58	80
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	23	(15)	36	20	53	48	40
Minto Memorial High	40	(22)	65	91	75	72	100	32	(26)	67	89	72	71	100
Oromocto Senior High	24	(62)	58	73	65	63	94	30	(90)	61	74	66	65	96
District 17 Average	**28**	**(94)**	**60**	**78**	**67**	**65**	**96**	**29**	**(136)**	**58**	**70**	**66**	**64**	**90**
Doaktown Consolidated*	--	--	--	--	--	--	--	30	(7)	62	86	65	64	100
Fredericton High	14	(66)	55	62	67	63	91	14	(99)	63	73	62	62	82
Harvey High	56	(23)	55	48	68	65	96	48	(23)	69	96	62	64	96
Leo Hayes High	13	(46)	42	33	65	58	83	--	--	--	--	--	--	--
McAdam High	50	(17)	64	71	73	70	88	58	(14)	56	79	62	60	79
Stanley Regional High	39	(12)	55	58	72	67	100	34	(15)	55	67	66	63	93
Upper Miramichi Regional*	--	--	--	--	--	--	--	100	(12)	64	83	74	71	92
District 18 Average	**18**	**(164)**	**52**	**52**	**68**	**63**	**90**	**20**	**(170)**	**62**	**77**	**63**	**63**	**86**
Provincial Average	**26**	**(1668)**	**52**	**56**	**65**	**62**	**88**	**25**	**(1629)**	**54**	**61**	**63**	**61**	**85**

*Pilot course

School	English 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Caledonia Reg. High	77	(40)	49	43	69	63	93	83	(43)	64	95	78	74	100
Harrison Trimble High	78	(176)	57	70	66	63	85	82	(213)	66	88	69	68	89
J. M. A. Armstrong High	80	(64)	48	36	70	64	86	75	(67)	56	66	71	67	96
Moncton High	88	(273)	53	58	68	64	91	88	(277)	64	87	71	69	95
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	67	(40)	53	58	67	63	95	75	(52)	63	79	67	66	94
Riverview High	90	(236)	54	59	66	62	93	86	(244)	66	91	65	66	95
Tantramar High	88	(112)	55	59	73	68	96	82	(112)	65	88	70	69	96
District 02 Average	**84**	**(941)**	**54**	**58**	**68**	**64**	**91**	**83**	**(1008)**	**65**	**87**	**69**	**68**	**94**
Belleisle Reg. High	76	(32)	50	41	68	63	91	91	(20)	55	60	70	66	100
Hampton High	74	(144)	56	70	68	65	92	77	(138)	67	96	72	71	100
Kennebecasis Valley High	93	(231)	60	73	75	71	98	86	(205)	64	87	70	68	95
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	86	(125)	52	54	75	68	95	91	(104)	63	82	76	72	95
Sussex Reg. High	77	(156)	54	65	61	59	82	72	(136)	64	83	69	68	94
District 06 Average	**81**	**(688)**	**56**	**66**	**70**	**66**	**92**	**81**	**(603)**	**64**	**86**	**71**	**69**	**96**
Harbour View High	85	(181)	52	51	66	62	89	79	(216)	62	86	63	63	92
Saint John High	93	(168)	53	61	68	64	83	96	(164)	62	74	66	65	86
Simonds High	75	(186)	50	49	67	62	89	83	(247)	59	73	66	64	89
St. Malachy's High	86	(160)	56	68	67	64	88	84	(124)	64	79	61	62	88
St. Vincent's High	78	(31)	55	61	61	59	74	84	(63)	61	83	69	67	95
District 08 Average	**84**	**(726)**	**53**	**57**	**67**	**63**	**87**	**84**	**(814)**	**61**	**78**	**65**	**64**	**90**
Campobello Island	69	(9)	49	44	69	63	89	82	(9)	56	89	68	65	100
Fundy High	84	(89)	53	60	75	69	99	85	(82)	56	62	74	68	95
Grand Manan High	85	(22)	53	64	83	74	100	71	(12)	63	100	67	66	92
Sir James Dunn Academy	100	(21)	61	71	83	76	100	92	(33)	71	97	74	73	97
St. Stephen High	74	(105)	54	60	70	65	91	82	(121)	59	75	73	69	94
District 10 Average	**80**	**(246)**	**54**	**61**	**74**	**68**	**96**	**84**	**(257)**	**60**	**75**	**73**	**69**	**95**

School	English 111/112 2000-2001							English 111/112 1999-2000						
	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	84	(16)	56	75	76	70	94	68	(17)	60	65	75	70	94
Carleton North Senior	72	(92)	54	58	69	65	95	69	(101)	62	81	70	68	96
Hartland High	95	(39)	52	59	64	60	90	84	(47)	67	85	78	75	100
John Caldwell	64	(46)	51	52	64	60	89	40	(25)	60	80	66	65	92
Nackawic Senior	80	(72)	46	36	68	62	90	79	(53)	61	79	75	71	96
Saint Mary's Academy	83	(10)	47	40	62	58	90	80	(12)	52	58	72	66	83
Southern Victoria	53	(55)	55	71	76	70	98	64	(59)	57	63	77	71	100
Tobique Valley High	75	(44)	50	48	74	66	100	91	(48)	55	67	69	65	85
Woodstock High	72	(122)	60	75	75	71	95	74	(128)	63	85	70	68	91
District 14 Average	**72**	**(496)**	**54**	**59**	**71**	**66**	**94**	**71**	**(490)**	**61**	**78**	**72**	**69**	**94**
Bathurst High	66	(120)	58	74	64	62	93	75	(137)	64	91	61	62	89
Dalhousie Reg. High	64	(59)	47	41	76	67	98	78	(71)	56	66	78	72	100
Sugarloaf Senior High	88	(77)	54	60	61	59	84	92	(65)	65	92	66	66	95
District 15 Average	**71**	**(256)**	**54**	**62**	**66**	**63**	**91**	**79**	**(273)**	**62**	**85**	**67**	**66**	**93**
Blackville Rural High	52	(22)	52	64	78	70	100	68	(25)	65	88	72	70	100
Bonar Law Memorial	47	(38)	55	68	59	57	79	71	(46)	50	57	49	50	65
James M. Hill Memorial	83	(144)	52	55	74	67	94	89	(150)	58	72	76	71	97
Miramichi Valley High	81	(180)	54	59	66	62	87	91	(179)	57	68	70	66	93
North and South Esk Reg.	78	(35)	49	34	72	65	100	78	(36)	64	78	73	71	97
District 16 Average	**74**	**(419)**	**53**	**57**	**69**	**64**	**91**	**85**	**(436)**	**58**	**70**	**70**	**67**	**92**
Cambridge Narrows	74	(14)	58	71	80	74	100	88	(15)	58	73	69	66	100
Chipman Jr./Sr. High	80	(32)	57	72	70	67	97	82	(47)	64	85	72	70	98
Minto Memorial High	73	(41)	48	34	64	60	93	84	(51)	59	77	67	65	90
Oromocto Senior High	82	(203)	53	58	69	64	94	80	(200)	60	80	70	67	97
District 17 Average	**80**	**(290)**	**53**	**57**	**69**	**64**	**95**	**81**	**(313)**	**60**	**80**	**70**	**67**	**96**
Doaktown Consolidated	87	(20)	50	40	78	70	100	83	(19)	58	63	79	73	100
Fredericton High	91	(435)	55	64	72	67	92	93	(614)	63	83	71	69	97
Harvey High	69	(29)	49	41	79	70	100	76	(28)	58	68	79	73	100
Leo Hayes High	94	(359)	49	45	72	65	88	--	--	--	--	--	--	--
McAdam High	66	(19)	45	37	76	67	100	62	(16)	57	81	61	60	88
Stanley Regional High	71	(20)	56	65	75	69	95	75	(27)	59	78	72	68	100
Upper Miramichi Regional	74	(23)	51	61	60	57	87	67	(22)	72	100	74	73	100
District 18 Average	**89**	**(905)**	**52**	**55**	**72**	**66**	**91**	**89**	**(726)**	**62**	**82**	**72**	**69**	**97**
Provincial Average	**81**	**(4967)**	**53**	**58**	**69**	**65**	**91**	**82**	**(4920)**	**62**	**81**	**69**	**67**	**94**

School	English 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Caledonia Reg. High	77	(40)	49	43	69	63	93	83	(43)	64	95	78	74	100
Harrison Trimble High	78	(176)	57	70	66	63	85	82	(213)	66	88	69	68	89
J. M. A. Armstrong High	80	(64)	48	36	70	64	86	75	(67)	56	66	71	67	96
Moncton High	88	(273)	53	58	68	64	91	88	(277)	64	87	71	69	95
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	67	(40)	53	58	67	63	95	75	(52)	63	79	67	66	94
Riverview High	90	(236)	54	59	66	62	93	86	(244)	66	91	65	66	95
Tantramar High	88	(112)	55	59	73	68	96	82	(112)	65	88	70	69	96
District 02 Average	**84**	**(941)**	**54**	**58**	**68**	**64**	**91**	**83**	**(1008)**	**65**	**87**	**69**	**68**	**94**
Belleisle Reg. High	76	(32)	50	41	68	63	91	91	(20)	55	60	70	66	100
Hampton High	74	(144)	56	70	68	65	92	77	(138)	67	96	72	71	100
Kennebecasis Valley High	93	(231)	60	73	75	71	98	86	(205)	64	87	70	68	95
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	86	(125)	52	54	75	68	95	91	(104)	63	82	76	72	95
Sussex Reg. High	77	(156)	54	65	61	59	82	72	(136)	64	83	69	68	94
District 06 Average	**81**	**(688)**	**56**	**66**	**70**	**66**	**92**	**81**	**(603)**	**64**	**86**	**71**	**69**	**96**
Harbour View High	85	(181)	52	51	66	62	89	79	(216)	62	86	63	63	92
Saint John High	93	(168)	53	61	68	64	83	96	(164)	62	74	66	65	86
Simonds High	75	(186)	50	49	67	62	89	83	(247)	59	73	66	64	89
St. Malachy's High	86	(160)	56	68	67	64	88	84	(124)	64	79	61	62	88
St. Vincent's High	78	(31)	55	61	61	59	74	84	(63)	61	83	69	67	95
District 08 Average	**84**	**(726)**	**53**	**57**	**67**	**63**	**87**	**84**	**(814)**	**61**	**78**	**65**	**64**	**90**
Campobello Island	69	(9)	49	44	69	63	89	82	(9)	56	89	68	65	100
Fundy High	84	(89)	53	60	75	69	99	85	(82)	56	62	74	68	95
Grand Manan High	85	(22)	53	64	83	74	100	71	(12)	63	100	67	66	92
Sir James Dunn Academy	100	(21)	61	71	83	76	100	92	(33)	71	97	74	73	97
St. Stephen High	74	(105)	54	60	70	65	91	82	(121)	59	75	73	69	94
District 10 Average	**80**	**(246)**	**54**	**61**	**74**	**68**	**96**	**84**	**(257)**	**60**	**75**	**73**	**69**	**95**

School	English 111/112 2000-2001							English 111/112 1999-2000						
	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	84	(16)	56	75	76	70	94	68	(17)	60	65	75	70	94
Carleton North Senior	72	(92)	54	58	69	65	95	69	(101)	62	81	70	68	96
Hartland High	95	(39)	52	59	64	60	90	84	(47)	67	85	78	75	100
John Caldwell	64	(46)	51	52	64	60	89	40	(25)	60	80	66	65	92
Nackawic Senior	80	(72)	46	36	68	62	90	79	(53)	61	79	75	71	96
Saint Mary's Academy	83	(10)	47	40	62	58	90	80	(12)	52	58	72	66	83
Southern Victoria	53	(55)	55	71	76	70	98	64	(59)	57	63	77	71	100
Tobique Valley High	75	(44)	50	48	74	66	100	91	(48)	55	67	69	65	85
Woodstock High	72	(122)	60	75	75	71	95	74	(128)	63	85	70	68	91
District 14 Average	**72**	**(496)**	**54**	**59**	**71**	**66**	**94**	**71**	**(490)**	**61**	**78**	**72**	**69**	**94**
Bathurst High	66	(120)	58	74	64	62	93	75	(137)	64	91	61	62	89
Dalhousie Reg. High	64	(59)	47	41	76	67	98	78	(71)	56	66	78	72	100
Sugarloaf Senior High	88	(77)	54	60	61	59	84	92	(65)	65	92	66	66	95
District 15 Average	**71**	**(256)**	**54**	**62**	**66**	**63**	**91**	**79**	**(273)**	**62**	**85**	**67**	**66**	**93**
Blackville Rural High	52	(22)	52	64	78	70	100	68	(25)	65	88	72	70	100
Bonar Law Memorial	47	(38)	55	68	59	57	79	71	(46)	50	57	49	50	65
James M. Hill Memorial	83	(144)	52	55	74	67	94	89	(150)	58	72	76	71	97
Miramichi Valley High	81	(180)	54	59	66	62	87	91	(179)	57	68	70	66	93
North and South Esk Reg.	78	(35)	49	34	72	65	100	78	(36)	64	78	73	71	97
District 16 Average	**74**	**(419)**	**53**	**57**	**69**	**64**	**91**	**85**	**(436)**	**58**	**70**	**70**	**67**	**92**
Cambridge Narrows	74	(14)	58	71	80	74	100	88	(15)	58	73	69	66	100
Chipman Jr./Sr. High	80	(32)	57	72	70	67	97	82	(47)	64	85	72	70	98
Minto Memorial High	73	(41)	48	34	64	60	93	84	(51)	59	77	67	65	90
Oromocto Senior High	82	(203)	53	58	69	64	94	80	(200)	60	80	70	67	97
District 17 Average	**80**	**(290)**	**53**	**57**	**69**	**64**	**95**	**81**	**(313)**	**60**	**80**	**70**	**67**	**96**
Doaktown Consolidated	87	(20)	50	40	78	70	100	83	(19)	58	63	79	73	100
Fredericton High	91	(435)	55	64	72	67	92	93	(614)	63	83	71	69	97
Harvey High	69	(29)	49	41	79	70	100	76	(28)	58	68	79	73	100
Leo Hayes High	94	(359)	49	45	72	65	88	--	--	--	--	--	--	--
McAdam High	66	(19)	45	37	76	67	100	62	(16)	57	81	61	60	88
Stanley Regional High	71	(20)	56	65	75	69	95	75	(27)	59	78	72	68	100
Upper Miramichi Regional	74	(23)	51	61	60	57	87	67	(22)	72	100	74	73	100
District 18 Average	**89**	**(905)**	**52**	**55**	**72**	**66**	**91**	**89**	**(726)**	**62**	**82**	**72**	**69**	**97**
Provincial Average	**81**	**(4967)**	**53**	**58**	**69**	**65**	**91**	**82**	**(4920)**	**62**	**81**	**69**	**67**	**94**

School	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	100	(1)	42	0	76	66	100	100	(2)	58	100	67	64	100
Caledonia Reg. High	23	(12)	48	50	55	53	83	17	(9)	62	89	52	56	89
Harrison Trimble High	22	(49)	57	69	61	59	90	18	(48)	55	67	64	61	92
J. M. A. Armstrong High	20	(16)	53	50	62	60	100	25	(22)	55	55	56	56	82
Moncton High	12	(37)	60	84	71	68	97	12	(37)	61	81	58	59	84
PALS (Petitcodiac)	100	(8)	62	88	67	66	100	100	(9)	61	89	75	71	100
Petitcodiac Reg. High	33	(20)	63	100	57	59	100	25	(17)	61	82	64	63	100
Riverview High	10	(25)	64	96	53	56	80	14	(40)	63	88	56	58	88
Tantramar High	12	(15)	60	80	67	65	100	18	(25)	59	80	61	60	88
District 02 Average	**16**	**(183)**	**59**	**78**	**62**	**61**	**93**	**17**	**(209)**	**59**	**77**	**60**	**60**	**89**
Belleisle Reg. High	24	(10)	48	50	58	55	80	9	(2)	52	50	68	63	100
Hampton High	26	(50)	62	88	62	62	100	23	(42)	60	83	63	63	95
Kennebecasis Valley High	7	(17)	52	59	70	65	94	14	(33)	59	76	59	59	82
PALS (Sussex)	100	(15)	63	87	72	69	100	100	(4)	60	100	61	60	100
Rothesay High	14	(21)	52	62	69	64	95	9	(10)	60	70	55	57	90
Sussex Reg. High	23	(46)	61	83	61	61	96	28	(53)	63	89	60	61	98
District 06 Average	**19**	**(159)**	**58**	**77**	**64**	**62**	**96**	**19**	**(144)**	**61**	**83**	**61**	**61**	**93**
Harbour View High	15	(31)	60	84	59	60	94	21	(59)	56	76	57	57	90
Saint John High	7	(13)	55	69	48	50	62	4	(6)	55	67	51	52	67
Simonds High	25	(61)	54	71	61	59	92	17	(51)	54	63	58	57	82
St. Malachy's High	14	(25)	58	80	61	60	92	16	(23)	58	74	54	55	87
St. Vincent's High	22	(9)	49	44	59	57	78	16	(12)	64	92	62	62	100
District 08 Average	**16**	**(139)**	**56**	**73**	**59**	**58**	**89**	**16**	**(151)**	**56**	**72**	**57**	**57**	**87**
Campobello Island	31	(4)	58	50	52	54	75	18	(2)	58	100	45	50	100
Fundy High	16	(17)	44	29	68	61	94	15	(14)	49	43	60	57	93
Grand Manan High	15	(4)	57	75	40	45	50	29	(5)	62	80	61	61	100
Sir James Dunn Academy	--	--	--	--	--	--	--	8	(3)	56	100	73	68	100
St. Stephen High	26	(37)	57	78	59	58	78	18	(26)	59	69	71	67	96
District 10 Average	**20**	**(62)**	**54**	**63**	**60**	**58**	**81**	**16**	**(50)**	**57**	**66**	**66**	**63**	**96**

School	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	16	(3)	65	100	68	67	100	32	(8)	63	88	70	68	100
Carleton North Senior	28	(36)	55	75	72	67	97	31	(46)	51	46	76	68	98
Hartland High	5	(2)	37	0	55	50	50	16	(9)	58	78	64	62	100
John Caldwell	36	(26)	56	69	64	62	85	60	(37)	48	43	59	56	78
Nackawic Senior	20	(18)	49	44	65	60	100	21	(14)	55	64	77	70	100
Saint Mary's Academy	17	(2)	46	50	60	57	100	20	(3)	57	100	62	60	100
Southern Victoria	47	(48)	53	60	67	63	94	36	(33)	51	55	60	58	97
Tobique Valley High	25	(15)	57	73	70	66	100	9	(5)	49	60	78	69	100
Woodstock High	28	(47)	56	77	64	62	94	26	(46)	58	74	65	63	91
District 14 Average	**28**	**(197)**	**54**	**68**	**67**	**63**	**94**	**29**	**(201)**	**53**	**59**	**67**	**63**	**93**
Bathurst High	34	(62)	60	76	63	62	92	25	(45)	55	64	62	60	82
Dalhousie Reg. High	36	(33)	55	64	60	58	88	22	(20)	50	65	55	54	60
Sugarloaf Senior High	12	(11)	56	64	59	59	100	8	(6)	69	100	70	70	100
District 15 Average	**29**	**(106)**	**58**	**71**	**61**	**60**	**92**	**21**	**(71)**	**55**	**68**	**60**	**59**	**78**
Blackville Rural High	48	(20)	52	65	70	64	100	32	(12)	49	33	65	60	100
Bonar Law Memorial	53	(43)	59	74	61	61	86	29	(19)	55	58	55	55	74
James M. Hill Memorial	17	(30)	50	63	69	63	93	11	(18)	47	44	67	61	89
Miramichi Valley High	19	(41)	56	71	58	58	81	9	(17)	49	47	55	54	77
North and South Esk Reg.	22	(10)	62	80	76	72	100	22	(10)	63	100	68	67	100
District 16 Average	**26**	**(144)**	**56**	**70**	**64**	**62**	**89**	**15**	**(76)**	**52**	**54**	**61**	**59**	**86**
Cambridge Narrows	26	(5)	49	60	76	68	100	12	(2)	42	0	72	63	100
Chipman Jr./Sr. High	20	(8)	58	75	60	59	75	18	(10)	55	70	64	61	90
Minto Memorial High	27	(15)	49	53	62	59	93	16	(10)	57	80	70	66	100
Oromocto Senior High	18	(46)	59	78	66	64	98	20	(51)	54	57	64	61	96
District 17 Average	**20**	**(74)**	**56**	**72**	**65**	**63**	**95**	**19**	**(73)**	**54**	**60**	**65**	**62**	**96**
Doaktown Consolidated	13	(3)	45	0	67	60	100	17	(4)	48	50	39	42	50
Fredericton High	9	(44)	54	64	66	62	96	7	(48)	56	63	63	61	94
Harvey High	31	(13)	54	62	65	62	100	24	(9)	68	89	71	70	100
Leo Hayes High	6	(22)	57	73	60	59	86	--	--	--	--	--	--	--
McAdam High	34	(10)	56	70	71	66	100	38	(10)	51	60	61	58	80
Stanley Regional High	29	(8)	56	75	63	61	75	25	(9)	56	67	56	57	100
Upper Miramichi Regional	26	(8)	48	50	71	64	100	33	(11)	61	73	71	68	100
District 18 Average	**11**	**(108)**	**54**	**64**	**65**	**62**	**94**	**11**	**(91)**	**57**	**66**	**63**	**61**	**92**
Provincial Average	**19**	**(1172)**	**56**	**71**	**63**	**61**	**92**	**18**	**(1066)**	**56**	**69**	**62**	**60**	**90**

School	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	100	(1)	42	0	76	66	100	100	(2)	58	100	67	64	100
Caledonia Reg. High	23	(12)	48	50	55	53	83	17	(9)	62	89	52	56	89
Harrison Trimble High	22	(49)	57	69	61	59	90	18	(48)	55	67	64	61	92
J. M. A. Armstrong High	20	(16)	53	50	62	60	100	25	(22)	55	55	56	56	82
Moncton High	12	(37)	60	84	71	68	97	12	(37)	61	81	58	59	84
PALS (Petitcodiac)	100	(8)	62	88	67	66	100	100	(9)	61	89	75	71	100
Petitcodiac Reg. High	33	(20)	63	100	57	59	100	25	(17)	61	82	64	63	100
Riverview High	10	(25)	64	96	53	56	80	14	(40)	63	88	56	58	88
Tantramar High	12	(15)	60	80	67	65	100	18	(25)	59	80	61	60	88
District 02 Average	**16**	**(183)**	**59**	**78**	**62**	**61**	**93**	**17**	**(209)**	**59**	**77**	**60**	**60**	**89**
Belleisle Reg. High	24	(10)	48	50	58	55	80	9	(2)	52	50	68	63	100
Hampton High	26	(50)	62	88	62	62	100	23	(42)	60	83	63	63	95
Kennebecasis Valley High	7	(17)	52	59	70	65	94	14	(33)	59	76	59	59	82
PALS (Sussex)	100	(15)	63	87	72	69	100	100	(4)	60	100	61	60	100
Rothesay High	14	(21)	52	62	69	64	95	9	(10)	60	70	55	57	90
Sussex Reg. High	23	(46)	61	83	61	61	96	28	(53)	63	89	60	61	98
District 06 Average	**19**	**(159)**	**58**	**77**	**64**	**62**	**96**	**19**	**(144)**	**61**	**83**	**61**	**61**	**93**
Harbour View High	15	(31)	60	84	59	60	94	21	(59)	56	76	57	57	90
Saint John High	7	(13)	55	69	48	50	62	4	(6)	55	67	51	52	67
Simonds High	25	(61)	54	71	61	59	92	17	(51)	54	63	58	57	82
St. Malachy's High	14	(25)	58	80	61	60	92	16	(23)	58	74	54	55	87
St. Vincent's High	22	(9)	49	44	59	57	78	16	(12)	64	92	62	62	100
District 08 Average	**16**	**(139)**	**56**	**73**	**59**	**58**	**89**	**16**	**(151)**	**56**	**72**	**57**	**57**	**87**
Campobello Island	31	(4)	58	50	52	54	75	18	(2)	58	100	45	50	100
Fundy High	16	(17)	44	29	68	61	94	15	(14)	49	43	60	57	93
Grand Manan High	15	(4)	57	75	40	45	50	29	(5)	62	80	61	61	100
Sir James Dunn Academy	--	--	--	--	--	--	--	8	(3)	56	100	73	68	100
St. Stephen High	26	(37)	57	78	59	58	78	18	(26)	59	69	71	67	96
District 10 Average	**20**	**(62)**	**54**	**63**	**60**	**58**	**81**	**16**	**(50)**	**57**	**66**	**66**	**63**	**96**

School	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1999-2000 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	16	(3)	65	100	68	67	100	32	(8)	63	88	70	68	100
Carleton North Senior	28	(36)	55	75	72	67	97	31	(46)	51	46	76	68	98
Hartland High	5	(2)	37	0	55	50	50	16	(9)	58	78	64	62	100
John Caldwell	36	(26)	56	69	64	62	85	60	(37)	48	43	59	56	78
Nackawic Senior	20	(18)	49	44	65	60	100	21	(14)	55	64	77	70	100
Saint Mary's Academy	17	(2)	46	50	60	57	100	20	(3)	57	100	62	60	100
Southern Victoria	47	(48)	53	60	67	63	94	36	(33)	51	55	60	58	97
Tobique Valley High	25	(15)	57	73	70	66	100	9	(5)	49	60	78	69	100
Woodstock High	28	(47)	56	77	64	62	94	26	(46)	58	74	65	63	91
District 14 Average	**28**	**(197)**	**54**	**68**	**67**	**63**	**94**	**29**	**(201)**	**53**	**59**	**67**	**63**	**93**
Bathurst High	34	(62)	60	76	63	62	92	25	(45)	55	64	62	60	82
Dalhousie Reg. High	36	(33)	55	64	60	58	88	22	(20)	50	65	55	54	60
Sugarloaf Senior High	12	(11)	56	64	59	59	100	8	(6)	69	100	70	70	100
District 15 Average	**29**	**(106)**	**58**	**71**	**61**	**60**	**92**	**21**	**(71)**	**55**	**68**	**60**	**59**	**78**
Blackville Rural High	48	(20)	52	65	70	64	100	32	(12)	49	33	65	60	100
Bonar Law Memorial	53	(43)	59	74	61	61	86	29	(19)	55	58	55	55	74
James M. Hill Memorial	17	(30)	50	63	69	63	93	11	(18)	47	44	67	61	89
Miramichi Valley High	19	(41)	56	71	58	58	81	9	(17)	49	47	55	54	77
North and South Esk Reg.	22	(10)	62	80	76	72	100	22	(10)	63	100	68	67	100
District 16 Average	**26**	**(144)**	**56**	**70**	**64**	**62**	**89**	**15**	**(76)**	**52**	**54**	**61**	**59**	**86**
Cambridge Narrows	26	(5)	49	60	76	68	100	12	(2)	42	0	72	63	100
Chipman Jr./Sr. High	20	(8)	58	75	60	59	75	18	(10)	55	70	64	61	90
Minto Memorial High	27	(15)	49	53	62	59	93	16	(10)	57	80	70	66	100
Oromocto Senior High	18	(46)	59	78	66	64	98	20	(51)	54	57	64	61	96
District 17 Average	**20**	**(74)**	**56**	**72**	**65**	**63**	**95**	**19**	**(73)**	**54**	**60**	**65**	**62**	**96**
Doaktown Consolidated	13	(3)	45	0	67	60	100	17	(4)	48	50	39	42	50
Fredericton High	9	(44)	54	64	66	62	96	7	(48)	56	63	63	61	94
Harvey High	31	(13)	54	62	65	62	100	24	(9)	68	89	71	70	100
Leo Hayes High	6	(22)	57	73	60	59	86	--	--	--	--	--	--	--
McAdam High	34	(10)	56	70	71	66	100	38	(10)	51	60	61	58	80
Stanley Regional High	29	(8)	56	75	63	61	75	25	(9)	56	67	56	57	100
Upper Miramichi Regional	26	(8)	48	50	71	64	100	33	(11)	61	73	71	68	100
District 18 Average	**11**	**(108)**	**54**	**64**	**65**	**62**	**94**	**11**	**(91)**	**57**	**66**	**63**	**61**	**92**
Provincial Average	**19**	**(1172)**	**56**	**71**	**63**	**61**	**92**	**18**	**(1066)**	**56**	**69**	**62**	**60**	**90**

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale. (See Appendix C) All grade 12 students enrolled in a French course, or a subject course taught in French, are eligible for this evaluation. In 2000-2001, 1737 students were evaluated.

The method used to rate pupils' speaking proficiency in French is the individual oral interview. Evaluators trained to use this procedure visit high schools each semester to conduct interviews. During each interview, which usually lasts between 15 to 30 minutes, the evaluator elicits a language sample that can then be rated according to the criteria of the New Brunswick Oral Proficiency Scale. Once results are finalized, each student receives an official Certificate of Oral Proficiency in French as a Second Language.

This assessment, which has been used in New Brunswick for over 25 years, allows the Department of Education to monitor program results and student achievement over time. It provides a means of judging student achievement according to a measure that has currency and credibility in a larger context: the New Brunswick Oral Proficiency Scale is used by provincial government departments and agencies to measure the second language proficiency of employees in both French and English; the federal government and many educational institutions around the world also use prototypes of this scale. For students, this assessment underscores the link between what is learned in school and what is valued in the world beyond the classroom.

Findings

Approximately 77% of the grade 12 students assessed in 2000-2001 were in Core French, Late Immersion, or Early Immersion. (See chart below.) Of the remaining 23%, some were in programs that were being piloted and are being phased out, some had been in more than one program (e.g. started out in Immersion, changed to Core), and some were from families where French is spoken in the home.

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		Basic Plus or Higher		Intermediate* or Higher		Intermediate ** Plus or Higher		Advanced*** or Higher		n	n
Year:	'00-'01	'99-'00	'00-'01	'99-'00	'00-'01	'99-'00	'00-'01	'99-'00	'00-'01	'99-'00	'00-'01	'99-'00
Core	92%	96%	58%	61%	18%	19%	2%	2%	0%	0%	299	362
Extended Core	100%	100%	76%	93%	62%	45%	11%	21%	0%	0%	37	29
Late Immersion	100%	100%	100%	100%	90%	95%	37%	45%	5%	7%	618	598
Partial Immersion	100%	100%	100%	100%	100%	98%	74%	64%	19%	32%	54	50
Middle Immersion	100%	100%	100%	100%	99%	100%	69%	66%	16%	15%	179	149
Early Immersion	100%	100%	100%	100%	100%	100%	79%	83%	27%	38%	412	396

* Goal for Core Program
** Goal for Late Immersion Program
*** Goal for Early Immersion Program

Core Program

The goal of the Core program is for students to obtain an Intermediate level of oral proficiency in French. Approximately 21% have reached that level in each of the past three years. However, in 2000-2001, 58% achieved the Basic Plus level or higher. This level denotes significant "survival" skills in the target language and is a respectable achievement. There is no significant difference between the achievement of males and females in the Core program.

Late Immersion

The goal of the Late Immersion program is the Intermediate Plus level of proficiency. Over the past three years, fewer than half of those in the program have reached that level or higher. However, in 2000-2001, 90% achieved at least the Intermediate level, which confirms, in addition to survival level language skills, the ability to manage many aspects of daily life, including social interactions, in French. There are no significant differences between the performance of males and females in this program.

Early Immersion

The goal of the Early Immersion Program is for students to attain an Advanced level of speaking proficiency. In 1999-2000, 38% achieved this goal; in 2000-2001, approximately 27% achieved it. However, over 79% of students achieved the Intermediate Plus level or higher in both years. This level designation indicates proficiency that is just below the Advanced level. No other program of French language produces as many speakers at the Intermediate Plus level or higher as Early Immersion. This assessment found no significant difference in the achievement of males and females in Early Immersion.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed, in order, by those in Partial Immersion, Middle Immersion, Late Immersion, Extended Core, and Core French.

Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student's skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practise are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

In reading the following chart, you can see that a total of 59 students at Tantramar High participated in this assessment. From this number, 22 students were in the Early Immersion program with 18.2% of them achieving the Intermediate level of proficiency, 36.4% Intermediate Plus, 40.9% Advanced, and 4.5% Superior.

Grade 12 FSL 2000-2001

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	(22)	0	0	68.2	31.8	0	0	0	0
	Early Imm	(22)	0	0	0	18.2	36.4	40.9	0	4.5
	Late Imm	(5)	0	0	0	60.0	40.0	0	0	0
	Middle Imm	(10)	0	0	10.0	40.0	30.0	20.0	0	0
	SCHOOL	(59)	0	0	27.1	30.5	22.0	18.6	0	1.7
Harrison Trimble High	Core	(3)	0	66.7	33.3	0	0	0	0	0
	Early Imm	(49)	0	0	0	24.5	55.1	20.4	0	0
	Late Imm	(15)	0	0	20.0	33.3	46.7	0	0	0
	Middle Imm	(3)	0	0	0	66.7	0	33.3	0	0
	SCHOOL	(70)	0	2.9	5.7	27.1	48.6	15.7	0	0
Moncton High	Core	(14)	35.7	28.6	28.6	7.1	0	0	0	0
	Early Imm	(73)	0	0	1.4	37.0	45.2	16.4	0	0
	Late Imm	(13)	0	0	61.5	38.5	0	0	0	0
	Middle Imm	(1)	0	0	0	0	0	100.0	0	0
	SCHOOL	(101)	5.0	4.0	12.9	32.7	32.7	12.9	0	0
Riverview High	Core	(4)	0	0	75.0	25.0	0	0	0	0
	Early Imm	(52)	0	0	0	25.0	59.6	15.4	0	0
	Late Imm	(33)	0	0	21.2	39.4	39.4	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(90)	0	0	11.1	31.1	48.9	8.9	0	0
Petitcodiac Reg. High	Late Imm	(2)	0	0	0	50.0	50.0	0	0	0
	Middle Imm	(31)	0	0	3.2	51.6	45.2	0	0	0
	SCHOOL	(33)	0	0	3.0	51.5	45.5	0	0	0

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Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	(2)	0	0	0	0	100.0	0	0	0
	Middle Imm	(28)	0	0	0	39.3	53.6	7.1	0	0
	SCHOOL	(30)	0	0	0	36.7	56.7	6.7	0	0
Caledonia Regional High	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(20)	0	0	25.0	40.0	35.0	0	0	0
	SCHOOL	(21)	0	0	23.8	38.1	33.3	4.8	0	0
District 02		**(404)**	**1.2**	**1.5**	**12.1**	**33.2**	**40.3**	**11.4**	**0**	**.2**
Sussex High	Core	(1)	0	0	100.0	0	0	0	0	0
	Early Imm	(24)	0	0	0	12.5	70.8	12.5	4.2	0
	Late Imm	(44)	0	0	4.5	54.5	38.6	2.3	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(70)	0	0	4.3	38.6	50.0	5.7	1.4	0
Rothesay High	Core	(3)	0	0	100.0	0	0	0	0	0
	Early Imm	(15)	0	0	0	13.3	20.0	53.3	13.3	0
	Late Imm	(32)	0	0	3.1	62.5	28.1	6.3	0	0
	SCHOOL	(50)	0	0	8.0	44.0	24.0	20.0	4.0	0
Kennebecasis Valley High	Core	(12)	0	33.3	50.0	16.7	0	0	0	0
	Early Imm	(20)	0	0	0	5.0	50.0	45.0	0	0
	Late Imm	(19)	0	0	0	52.6	47.4	0	0	0
	SCHOOL	(51)	0	7.8	11.8	25.5	37.3	17.6	0	0
Belleisle Regional High	Late Imm	(9)	0	0	22.2	33.3	33.3	11.1	0	0
	SCHOOL	(9)	0	0	22.2	33.3	33.3	11.1	0	0
Hampton High	Core	(3)	0	66.7	33.3	0	0	0	0	0
	Early Imm	(15)	0	0	0	0	86.7	13.3	0	0
	Late Imm	(46)	0	0	6.5	58.7	28.3	6.5	0	0
	SCHOOL	(64)	0	3.1	6.3	42.2	40.6	7.8	0	0
District 06		**(244)**	**0**	**2.5**	**7.8**	**37.7**	**38.9**	**11.9**	**1.2**	**0**

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	(2)	0	0	0	0	100.0	0	0	0
	Middle Imm	(28)	0	0	0	39.3	53.6	7.1	0	0
	SCHOOL	(30)	0	0	0	36.7	56.7	6.7	0	0
Caledonia Regional High	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(20)	0	0	25.0	40.0	35.0	0	0	0
	SCHOOL	(21)	0	0	23.8	38.1	33.3	4.8	0	0
District 02		**(404)**	**1.2**	**1.5**	**12.1**	**33.2**	**40.3**	**11.4**	**0**	**.2**
Sussex High	Core	(1)	0	0	100.0	0	0	0	0	0
	Early Imm	(24)	0	0	0	12.5	70.8	12.5	4.2	0
	Late Imm	(44)	0	0	4.5	54.5	38.6	2.3	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(70)	0	0	4.3	38.6	50.0	5.7	1.4	0
Rothesay High	Core	(3)	0	0	100.0	0	0	0	0	0
	Early Imm	(15)	0	0	0	13.3	20.0	53.3	13.3	0
	Late Imm	(32)	0	0	3.1	62.5	28.1	6.3	0	0
	SCHOOL	(50)	0	0	8.0	44.0	24.0	20.0	4.0	0
Kennebecasis Valley High	Core	(12)	0	33.3	50.0	16.7	0	0	0	0
	Early Imm	(20)	0	0	0	5.0	50.0	45.0	0	0
	Late Imm	(19)	0	0	0	52.6	47.4	0	0	0
	SCHOOL	(51)	0	7.8	11.8	25.5	37.3	17.6	0	0
Belleisle Regional High	Late Imm	(9)	0	0	22.2	33.3	33.3	11.1	0	0
	SCHOOL	(9)	0	0	22.2	33.3	33.3	11.1	0	0
Hampton High	Core	(3)	0	66.7	33.3	0	0	0	0	0
	Early Imm	(15)	0	0	0	0	86.7	13.3	0	0
	Late Imm	(46)	0	0	6.5	58.7	28.3	6.5	0	0
	SCHOOL	(64)	0	3.1	6.3	42.2	40.6	7.8	0	0
District 06		**(244)**	**0**	**2.5**	**7.8**	**37.7**	**38.9**	**11.9**	**1.2**	**0**

Grade 12 FSL 2000-2001

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	(4)	25.0	50.0	25.0	0	0	0	0	0
	Early Imm	(13)	0	0	0	15.4	61.5	23.1	0	0
	Late Imm	(24)	0	0	4.2	54.2	33.3	8.3	0	0
	SCHOOL	(41)	2.4	4.9	4.9	36.6	39.0	12.2	0	0
Simonds High	Core	(29)	24.1	44.8	27.6	3.4	0	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(35)	0	0	8.6	51.4	31.4	8.6	0	0
	SCHOOL	(65)	10.8	20.0	16.9	29.2	18.5	4.6	0	0
St. Malachy's High	Core	(3)	0	33.3	66.7	0	0	0	0	0
	Early Imm	(14)	0	0	0	21.4	50.0	21.4	7.1	0
	Late Imm	(25)	0	0	8.0	56.0	24.0	12.0	0	0
	SCHOOL	(42)	0	2.4	9.5	40.5	31.0	14.3	2.4	0
St. Vincent's High	Core	(3)	0	33.3	33.3	33.3	0	0	0	0
	Early Imm	(2)	0	0	0	0	50.0	50.0	0	0
	Late Imm	(3)	0	0	0	33.3	33.3	33.3	0	0
	SCHOOL	(8)	0	12.5	12.5	25.0	25.0	25.0	0	0
Harbour View High	Core	(10)	0	50.0	50.0	0	0	0	0	0
	Early Imm	(3)	0	0	0	0	100.0	0	0	0
	Late Imm	(40)	0	0	2.5	57.5	35.0	5.0	0	0
	SCHOOL	(53)	0	9.4	11.3	43.4	32.1	3.8	0	0
District 08		**(209)**	**3.8**	**10.5**	**11.5**	**36.4**	**28.7**	**8.6**	**.5**	**0**
Fundy High	Core	(5)	60.0	40.0	0	0	0	0	0	0
	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(20)	0	0	10.0	50.0	35.0	5.0	0	0
	SCHOOL	(26)	11.5	7.7	7.7	38.5	26.9	7.7	0	0
Grand Manan High	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(1)	0	0	0	0	100.0	0	0	0
Sir James Dunn Academy	Core	(5)	0	20.0	40.0	20.0	20.0	0	0	0
	SCHOOL	(5)	0	20.0	40.0	20.0	20.0	0	0	0
St. Stephen High	Late Imm	(24)	0	0	8.3	62.5	25.0	4.2	0	0
	SCHOOL	(24)	0	0	8.3	62.5	25.0	4.2	0	0
District 10		**(56)**	**5.4**	**5.4**	**10.7**	**46.4**	**26.8**	**5.4**	**0**	**0**

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	(15)	0	0	13.3	66.7	13.3	6.7	0	0
	SCHOOL	(15)	0	0	13.3	66.7	13.3	6.7	0	0
Hartland High	Core	(4)	0	25.0	75.0	0	0	0	0	0
	Extended Core	(7)	0	14.3	0	57.1	28.6	0	0	0
	SCHOOL	(11)	0	18.2	27.3	36.4	18.2	0	0	0
Woodstock High	Core	(2)	50.0	0	50.0	0	0	0	0	0
	Late Imm	(15)	0	0	13.3	53.3	33.3	0	0	0
	Middle Imm	(1)	0	0	0	0	0	100.00	0	0
	SCHOOL	(18)	5.6	0	16.7	44.4	27.8	5.6	0	0
Carleton North Senior High	Core	(2)	0	50.0	0	0	50.0	0	0	0
	Extended Core	(27)	0	29.6	18.5	51.9	0	0	0	0
	SCHOOL	(29)	0	31.0	17.2	48.3	3.4	0	0	0
Southern Victoria High	Extended Core	(3)	0	0	0	33.3	66.7	0	0	0
	SCHOOL	(3)	0	0	0	33.3	66.7	0	0	0
Tobique Valley High	Core	(25)	0	56.0	40.0	4.0	0	0	0	0
	SCHOOL	(25)	0	56.0	40.0	4.0	0	0	0	0
John Caldwell School	Early Imm	(11)	0	0	0	18.2	0	63.6	18.2	0
	SCHOOL	(11)	0	0	0	18.2	0	63.6	18.2	0
District 14		(112)	.9	22.3	20.5	35.7	10.7	8.0	1.8	0
Dalhousie Reg. High	Core	(4)	0	0	25.0	50.0	25.0	0	0	0
	Early Imm	(14)	0	0	0	14.3	64.3	21.4	0	0
	Late Imm	(11)	0	0	0	100.0	0	0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(30)	0	0	3.3	50.0	36.7	10.0	0	0
Sugarloaf Senior High	Early Imm	(21)	0	0	0	4.8	28.6	66.7	0	0
	SCHOOL	(21)	0	0	0	4.8	28.6	66.7	0	0
Bathurst High	Core	(7)	0	14.3	42.9	42.9	0	0	0	0
	Late Imm	(20)	0	0	5.0	60.0	30.0	0	5.0	0
	Middle Imm	(1)	0	0	0	0	0	100.0	0	0
	Partial Imm	(54)	0	0	0	25.9	55.6	18.5	0	0
	SCHOOL	(82)	0	1.2	4.9	35.4	43.9	13.4	1.2	0
District 15		(133)	0	.8	3.8	33.8	39.8	21.1	.8	0

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	(4)	25.0	50.0	25.0	0	0	0	0	0
	Early Imm	(13)	0	0	0	15.4	61.5	23.1	0	0
	Late Imm	(24)	0	0	4.2	54.2	33.3	8.3	0	0
	SCHOOL	(41)	2.4	4.9	4.9	36.6	39.0	12.2	0	0
Simonds High	Core	(29)	24.1	44.8	27.6	3.4	0	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(35)	0	0	8.6	51.4	31.4	8.6	0	0
	SCHOOL	(65)	10.8	20.0	16.9	29.2	18.5	4.6	0	0
St. Malachy's High	Core	(3)	0	33.3	66.7	0	0	0	0	0
	Early Imm	(14)	0	0	0	21.4	50.0	21.4	7.1	0
	Late Imm	(25)	0	0	8.0	56.0	24.0	12.0	0	0
	SCHOOL	(42)	0	2.4	9.5	40.5	31.0	14.3	2.4	0
St. Vincent's High	Core	(3)	0	33.3	33.3	33.3	0	0	0	0
	Early Imm	(2)	0	0	0	0	50.0	50.0	0	0
	Late Imm	(3)	0	0	0	33.3	33.3	33.3	0	0
	SCHOOL	(8)	0	12.5	12.5	25.0	25.0	25.0	0	0
Harbour View High	Core	(10)	0	50.0	50.0	0	0	0	0	0
	Early Imm	(3)	0	0	0	0	100.0	0	0	0
	Late Imm	(40)	0	0	2.5	57.5	35.0	5.0	0	0
	SCHOOL	(53)	0	9.4	11.3	43.4	32.1	3.8	0	0
District 08		**(209)**	**3.8**	**10.5**	**11.5**	**36.4**	**28.7**	**8.6**	**.5**	**0**
Fundy High	Core	(5)	60.0	40.0	0	0	0	0	0	0
	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(20)	0	0	10.0	50.0	35.0	5.0	0	0
	SCHOOL	(26)	11.5	7.7	7.7	38.5	26.9	7.7	0	0
Grand Manan High	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(1)	0	0	0	0	100.0	0	0	0
Sir James Dunn Academy	Core	(5)	0	20.0	40.0	20.0	20.0	0	0	0
	SCHOOL	(5)	0	20.0	40.0	20.0	20.0	0	0	0
St. Stephen High	Late Imm	(24)	0	0	8.3	62.5	25.0	4.2	0	0
	SCHOOL	(24)	0	0	8.3	62.5	25.0	4.2	0	0
District 10		**(56)**	**5.4**	**5.4**	**10.7**	**46.4**	**26.8**	**5.4**	**0**	**0**

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	(15)	0	0	13.3	66.7	13.3	6.7	0	0
	SCHOOL	(15)	0	0	13.3	66.7	13.3	6.7	0	0
Hartland High	Core	(4)	0	25.0	75.0	0	0	0	0	0
	Extended Core	(7)	0	14.3	0	57.1	28.6	0	0	0
	SCHOOL	(11)	0	18.2	27.3	36.4	18.2	0	0	0
Woodstock High	Core	(2)	50.0	0	50.0	0	0	0	0	0
	Late Imm	(15)	0	0	13.3	53.3	33.3	0	0	0
	Middle Imm	(1)	0	0	0	0	0	100.00	0	0
	SCHOOL	(18)	5.6	0	16.7	44.4	27.8	5.6	0	0
Carleton North Senior High	Core	(2)	0	50.0	0	0	50.0	0	0	0
	Extended Core	(27)	0	29.6	18.5	51.9	0	0	0	0
	SCHOOL	(29)	0	31.0	17.2	48.3	3.4	0	0	0
Southern Victoria High	Extended Core	(3)	0	0	0	33.3	66.7	0	0	0
	SCHOOL	(3)	0	0	0	33.3	66.7	0	0	0
Tobique Valley High	Core	(25)	0	56.0	40.0	4.0	0	0	0	0
	SCHOOL	(25)	0	56.0	40.0	4.0	0	0	0	0
John Caldwell School	Early Imm	(11)	0	0	0	18.2	0	63.6	18.2	0
	SCHOOL	(11)	0	0	0	18.2	0	63.6	18.2	0
District 14		(112)	.9	22.3	20.5	35.7	10.7	8.0	1.8	0
Dalhousie Reg. High	Core	(4)	0	0	25.0	50.0	25.0	0	0	0
	Early Imm	(14)	0	0	0	14.3	64.3	21.4	0	0
	Late Imm	(11)	0	0	0	100.0	0	0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(30)	0	0	3.3	50.0	36.7	10.0	0	0
Sugarloaf Senior High	Early Imm	(21)	0	0	0	4.8	28.6	66.7	0	0
	SCHOOL	(21)	0	0	0	4.8	28.6	66.7	0	0
Bathurst High	Core	(7)	0	14.3	42.9	42.9	0	0	0	0
	Late Imm	(20)	0	0	5.0	60.0	30.0	0	5.0	0
	Middle Imm	(1)	0	0	0	0	0	100.0	0	0
	Partial Imm	(54)	0	0	0	25.9	55.6	18.5	0	0
	SCHOOL	(82)	0	1.2	4.9	35.4	43.9	13.4	1.2	0
District 15		(133)	0	.8	3.8	33.8	39.8	21.1	.8	0

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Miramichi Valley High	Core	(25)	4.0	28.0	44.0	20.0	4.0	0	0	0
	Early Imm	(29)	0	0	3.4	24.1	55.2	13.8	3.4	0
	Late Imm	(11)	0	0	0	81.8	18.2	0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(66)	1.5	10.6	18.2	31.8	30.3	6.1	1.5	0
North & South Esk Reg.	Core	(9)	11.1	44.4	44.4	0	0	0	0	0
	SCHOOL	(9)	11.1	44.4	44.4	0	0	0	0	0
Blackville School	Core	(12)	0	41.7	33.3	25.0	0	0	0	0
	SCHOOL	(12)	0	41.7	33.3	25.0	0	0	0	0
James M. Hill Memorial	Core	(10)	0	50.0	40.0	0	10.0	0	0	0
	Late Imm	(23)	0	8.7	30.4	21.7	39.1	0	0	0
	SCHOOL	(33)	0	21.2	33.3	15.2	30.3	0	0	0
Bonar Law Memorial	Core	(1)	0	100.0	0	0	0	0	0	0
	Late Imm	(20)	0	0	0	35.0	40.0	25.0	0	0
	SCHOOL	(21)	0	4.8	0	33.3	38.1	23.8	0	0
District 16		**(141)**	**1.4**	**17.0**	**22.0**	**25.5**	**27.0**	**6.4**	**.7**	**0**
Minto Memorial High	Early Imm	(14)	0	0	0	21.4	78.6	0	0	0
	SCHOOL	(14)	0	0	0	21.4	78.6	0	0	0
Cambridge Narrows School	Core	(1)	0	100.0	0	0	0	0	0	0
	SCHOOL	(1)	0	100.0	0	0	0	0	0	0
Chipman Forest Ave.	Core	(10)	20.0	60.0	20.0	0	0	0	0	0
	SCHOOL	(10)	20.0	60.0	20.0	0	0	0	0	0
Oromocto High	Core	(3)	0	33.3	0	33.3	33.3	0	0	0
	Early Imm	(3)	0	0	0	0	66.7	33.3	0	0
	Late Imm	(52)	0	0	3.8	65.4	30.8	0	0	0
	SCHOOL	(58)	0	1.7	3.4	60.3	32.8	1.7	0	0
District 17		**(83)**	**2.4**	**9.6**	**4.8**	**45.8**	**36.1**	**1.2**	**0**	**0**

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	(4)	25.0	0	75.0	0	0	0	0	0
	SCHOOL	(4)	25.0	0	75.0	0	0	0	0	0
Stanley Regional High	Core	(8)	12.5	37.5	25.0	25.0	0	0	0	0
	SCHOOL	(8)	12.5	37.5	25.0	25.0	0	0	0	0
Fredericton High	Core	(32)	0	28.1	43.8	28.1	0	0	0	0
	Early Imm	(13)	0	0	0	15.4	61.5	23.1	0	0
	Late Imm	(42)	0	0	7.1	52.4	31.0	9.5	0	0
	Middle Imm	(99)	0	0	0	19.2	59.6	18.2	3.0	0
	SCHOOL	(186)	0	4.8	9.1	28.0	43.0	13.4	1.6	0
McAdam High	Core	(4)	25.0	75.0	0	0	0	0	0	0
	SCHOOL	(4)	25.0	75.0	0	0	0	0	0	0
Harvey High	Core	(15)	6.7	13.3	26.7	53.3	0	0	0	0
	SCHOOL	(15)	6.7	13.3	26.7	53.3	0	0	0	0
District 18		**(217)**	**1.8**	**7.8**	**12.0**	**28.6**	**36.9**	**11.5**	**1.4**	**0**
Province		**(1599)**	**1.6**	**7.0**	**11.7**	**34.3**	**34.1**	**10.5**	**.7**	**.1**

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Miramichi Valley High	Core	(25)	4.0	28.0	44.0	20.0	4.0	0	0	0
	Early Imm	(29)	0	0	3.4	24.1	55.2	13.8	3.4	0
	Late Imm	(11)	0	0	0	81.8	18.2	0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(66)	1.5	10.6	18.2	31.8	30.3	6.1	1.5	0
North & South Esk Reg.	Core	(9)	11.1	44.4	44.4	0	0	0	0	0
	SCHOOL	(9)	11.1	44.4	44.4	0	0	0	0	0
Blackville School	Core	(12)	0	41.7	33.3	25.0	0	0	0	0
	SCHOOL	(12)	0	41.7	33.3	25.0	0	0	0	0
James M. Hill Memorial	Core	(10)	0	50.0	40.0	0	10.0	0	0	0
	Late Imm	(23)	0	8.7	30.4	21.7	39.1	0	0	0
	SCHOOL	(33)	0	21.2	33.3	15.2	30.3	0	0	0
Bonar Law Memorial	Core	(1)	0	100.0	0	0	0	0	0	0
	Late Imm	(20)	0	0	0	35.0	40.0	25.0	0	0
	SCHOOL	(21)	0	4.8	0	33.3	38.1	23.8	0	0
District 16		**(141)**	**1.4**	**17.0**	**22.0**	**25.5**	**27.0**	**6.4**	**.7**	**0**
Minto Memorial High	Early Imm	(14)	0	0	0	21.4	78.6	0	0	0
	SCHOOL	(14)	0	0	0	21.4	78.6	0	0	0
Cambridge Narrows School	Core	(1)	0	100.0	0	0	0	0	0	0
	SCHOOL	(1)	0	100.0	0	0	0	0	0	0
Chipman Forest Ave.	Core	(10)	20.0	60.0	20.0	0	0	0	0	0
	SCHOOL	(10)	20.0	60.0	20.0	0	0	0	0	0
Oromocto High	Core	(3)	0	33.3	0	33.3	33.3	0	0	0
	Early Imm	(3)	0	0	0	0	66.7	33.3	0	0
	Late Imm	(52)	0	0	3.8	65.4	30.8	0	0	0
	SCHOOL	(58)	0	1.7	3.4	60.3	32.8	1.7	0	0
District 17		**(83)**	**2.4**	**9.6**	**4.8**	**45.8**	**36.1**	**1.2**	**0**	**0**

Grade 12 FSL 2000-2001

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	(4)	25.0	0	75.0	0	0	0	0	0
	SCHOOL	(4)	25.0	0	75.0	0	0	0	0	0
Stanley Regional High	Core	(8)	12.5	37.5	25.0	25.0	0	0	0	0
	SCHOOL	(8)	12.5	37.5	25.0	25.0	0	0	0	0
Fredericton High	Core	(32)	0	28.1	43.8	28.1	0	0	0	0
	Early Imm	(13)	0	0	0	15.4	61.5	23.1	0	0
	Late Imm	(42)	0	0	7.1	52.4	31.0	9.5	0	0
	Middle Imm	(99)	0	0	0	19.2	59.6	18.2	3.0	0
	SCHOOL	(186)	0	4.8	9.1	28.0	43.0	13.4	1.6	0
McAdam High	Core	(4)	25.0	75.0	0	0	0	0	0	0
	SCHOOL	(4)	25.0	75.0	0	0	0	0	0	0
Harvey High	Core	(15)	6.7	13.3	26.7	53.3	0	0	0	0
	SCHOOL	(15)	6.7	13.3	26.7	53.3	0	0	0	0
District 18		**(217)**	**1.8**	**7.8**	**12.0**	**28.6**	**36.9**	**11.5**	**1.4**	**0**
Province		**(1599)**	**1.6**	**7.0**	**11.7**	**34.3**	**34.1**	**10.5**	**.7**	**.1**

Percentage of Grade 12 Core Students Achieving
the Program Goal of **Intermediate** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'00-'01	'99-'00	'00-'01	'99-'00
02	Moncton	43	25	21%	24%
06	Rothesay	19	49	11%	25%
08	Saint John	49	89	4%	15%
10	St. Stephen	10	3	20%	0%
14	Woodstock	33	27	6%	15%
15	Dalhousie	11	14	55%	29%
16	Miramichi	57	74	18%	12%
17	Oromocto	14	7	14%	29%
18	Fredericton	63	74	30%	26%
		299 (Provincial Total)	362	18% (Provincial Average)	19%

Percentage of Late Immersion Students Achieving
the Program Goal of **Intermediate Plus** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'00-'01	'99-'00	'00-'01	'99-'00
02	Moncton	88	61	34%	43%
06	Rothesay	150	179	39%	45%
08	Saint John	127	115	40%	42%
10	St. Stephen	44	47	34%	66%
14	Woodstock	30	49	27%	39%
15	Dalhousie	31	29	23%	35%
16	Miramichi	54	45	44%	44%
17	Oromocto	52	44	31%	39%
18	Fredericton	42	29	41%	55%
		618 (Provincial Total)	598	37% (Provincial Average)	45%

Percentage of Early Immersion Students Achieving
the Program Goal of **Advanced** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'00-'01	**'99-'00**	**'00-'01**	**'99-'00**
02	Moncton	199	165	21%	30%
06	Rothesay	74	86	34%	43%
08	Saint John	33	40	24%	30%
10	St. Stephen	1	–	100%	–
14	Woodstock	11	15	82%	87%
15	Dalhousie	35	30	49%	50%
16	Miramichi	29	35	17%	37%
17	Oromocto	17	15	6%	33%
18	Fredericton	13	10	23%	50%
		412 (Provincial Total)	396	27% (Provincial Average)	38%

MIDDLE LEVEL RESULTS

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

and

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Anglophone School Districts

Middle Level English Language Proficiency Assessment

Background

In the fall of their 8th grade year, all students write a language arts assessment to measure proficiency in the English language. The assessment, designed in New Brunswick, includes four components, two to assess reading and two writing. To succeed on the assessment, students need to achieve an acceptable rating on three of the four components.

The assessment is intended to identify for parents, schools and districts students who might benefit from intervention. The administration of the assessment is timed so that strategies can be developed by parents and teachers for each student requiring extra help. The number of students exempted remains low, at under 3% in 2000-2001. Many of New Brunswick's special needs students are included in this assessment.

Success on this assessment, or its equivalent, is now necessary to meet the literacy requirement needed to gain a New Brunswick graduation diploma from the English program.

Findings

- In October 2000, 6396 students wrote the Middle Level English Language Proficiency Assessment. Sixty-three percent of the students were enrolled in the English program and 37% in French Immersion.

- Seventy-six percent of those who wrote were successful on the assessment, which is up from 73% the previous year.

- In reading, students were more successful in 2000-2001 than in 1999-2000 on the multiple choice questions, with 75% gaining acceptable or better compared to 73% last year. The constructed response reading component went down slightly, with an acceptable rate of 76% in 2000-2001 compared to 77% previously.

- Success rates on the demand writing component went up with 85% of students performing at acceptable or better in 2000-2001 compared to 74% in 1999-2000. Results declined somewhat in process writing, to 80% in 2000-2001 from 83% in 1999-2000.

- Females were again more successful than males, with 80% of the girls and 71% of the boys successful overall.

- Students in the Early and Intermediate French Immersion programs were considerably more successful than students in the English program, with success rates of 89% and 92% respectively compared to 67% for the English. While males in French Immersion programs fell one point behind females (90% to 91% successful), males in the English program were considerably less successful than females, at 63% and 72% respectively.

- As a group, students in Intermediate Immersion programs did best, with a success rate of 92% this year.

Follow-up

- Schools are using results from the Middle Level Assessment as an indicator of achievement in their School Improvement Plans.
- Classroom teachers are using both the training and materials from the marking sessions with students and their colleagues.
- Students, parents and teachers are focusing on weaknesses demonstrated by the assessment results of students who are unsuccessful in order to help them address their literacy problems.
- Teachers, schools and districts are developing strategies to address the gap between achievement levels for males and females, French Immersion and English program students.
- The English Language Proficiency Assessment or its equivalent is a requirement for receiving the New Brunswick high school diploma from the English program, thus ensuring emphasis on students' literacy achievements.

Middle Level English Language Proficiency Assessment 2000-2001

In reading the following chart, you can see that 98 students at Marshview Middle participated in the Middle Level English Language Proficiency Assessment in the fall of 2000. Eighty-one percent of these students performed at acceptable or better levels on Reading I, and 77% were at that level on Reading II. For writing, 84% of the students were at acceptable or better for the Demand task, and the figure was 80% for Process Writing. Overall, 80% of the students achieved a successful rating.

		% ACCEPTABLE OR ABOVE				
SCHOOL	NO. OF STUDENTS	READING I	READING II	DEMAND	PROCESS	% SUCCESSFUL
DORCHESTER	20	75	85	90	95	95
MARSHVIEW MIDDLE	98	81	77	84	80	80
PORT ELGIN REG	36	58	58	72	71	53
BEAVERBROOK	28	61	64	64	89	57
BESSBOROUGH	43	93	91	86	91	88
BIRCHMOUNT	56	84	84	93	88	86
HILLCREST	35	69	60	71	71	69
MAGNETIC HILL	50	86	76	82	82	80
QUEEN ELIZABETH	44	82	77	89	90	82
RIVERVIEW MIDDLE	232	84	87	91	75	82
SHEDIAC CAPE	33	67	76	79	85	76
SUNNY BRAE MIDDLE	71	69	59	86	76	66
LEWISVILLE MIDDLE	91	81	81	96	100	85
EDITH CAVELL	36	58	64	64	57	56
LOU MACNARIN	32	56	66	75	72	59
EVERGREEN PARK	91	78	86	93	81	81
HAVELOCK	10	50	60	60	70	50
PETITCODIAC REG	72	51	47	75	86	57
J M A ARMSTRONG	98	80	80	88	72	75
CALEDONIA	52	65	69	73	71	60
RIVERSIDE CONS	10	20	40	90	80	30
DISTRICT 02	**1238**	**75**	**75**	**85**	**80**	**75**
SUSSEX MIDDLE	225	72	74	79	76	70
HAMPTON MIDDLE	173	74	74	85	88	76
MACDONALD CONS	39	67	85	85	56	69
HARRY MILLER MID	107	87	88	95	87	91
ROTHESAY PARK	79	85	87	95	90	86
BELLEISLE REG	44	80	82	86	82	82
QUISPAMSIS MIDDLE	165	83	85	91	81	83
DISTRICT 06	**832**	**78**	**80**	**87**	**82**	**79**
BARNHILL MEM	69	81	80	94	94	84
BEACONSFIELD	72	61	67	69	69	64
FOREST HILLS MID	70	75	72	88	75	76
HAZEN WHITE/ST FRA	17	65	82	100	100	88
LORNE	64	61	63	78	66	56
PRINCE CHARLES	15	27	47	67	79	40
PRINCESS ELIZABETH	110	75	77	86	86	80
SIMONDS	81	75	83	78	69	70
ST MARTINS	13	92	77	92	77	92

Middle Level English Language Proficiency Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
ST ROSE	100	85	76	98	82	81
WOODLAWN CENTRE	10	88	70	60	63	60
MILLIDGEVILLE	46	83	87	93	96	87
BAYSIDE	192	82	81	94	96	90
ST JOHN THE BAPT	24	63	43	91	95	58
RIVER VALLEY MID	157	70	77	81	75	71
FUNDY SHORES	12	92	92	83	83	92
DISTRICT 08	**1052**	**75**	**76**	**87**	**82**	**77**
DEER ISLAND	9	89	78	89	100	89
FUNDY	103	74	71	72	72	63
GRAND MANAN	31	61	65	70	41	52
CAMPOBELLO	16	100	88	94	88	88
SIR JAMES DUNN	36	75	75	86	69	75
ST STEPHEN MIDDLE	168	75	66	78	62	63
DISTRICT 10	**363**	**75**	**69**	**77**	**66**	**65**
CANTERBURY	15	80	73	87	93	73
KESWICK VALLEY	39	69	64	77	74	67
NACKAWIC MIDDLE	70	69	74	81	66	70
WOODSTOCK MIDDLE	187	73	77	79	73	72
HARTLAND	61	74	74	90	74	80
BATH MIDDLE	21	48	52	81	62	48
CENTREVILLE	34	68	74	91	82	74
FLORENCEVILLE MIDD	72	74	72	82	73	78
SOUTHERN VICTORIA	82	65	65	85	68	63
TOBIQUE VALLEY	40	73	73	75	73	70
JOHN CALDWELL	73	60	63	56	67	58
SAINT MARY'S ACAD	10	40	50	100	80	50
DISTRICT 14	**704**	**69**	**71**	**80**	**72**	**69**
JACQUET RIVER	43	70	72	81	81	70
DALHOUSIE MIDDLE	43	81	86	88	93	84
CAMPBELLTON MIDDLE	97	69	70	79	72	67
SUPERIOR MIDDLE	145	86	83	95	98	91
BELLEDUNE	1	100	100	100	100	100
MISCOU HARBOUR VIB	1	100	100	100	100	100
DISTRICT 15	**330**	**78**	**78**	**88**	**88**	**80**
TABUSINTAC	5	40	60	80	100	60
HARKINS MIDDLE	166	77	73	84	82	75
NORTH & SOUTH ESK	37	81	84	92	78	81
MILLERTON	12	83	100	100	100	100
BLACKVILLE	43	81	81	98	95	86
MIRAMICHI RURAL	6	67	50	100	100	67
NELSON RURAL	30	67	83	93	87	80
DR LOSIER MIDDLE	112	73	76	81	76	71
LEARNING CENTER	8	63	88	100	86	75
ELEANOR W GRAHAM	60	92	77	87	98	87
DISTRICT 16	**479**	**78**	**77**	**87**	**85**	**78**

Middle Level English Language Proficiency Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
ST ROSE	100	85	76	98	82	81
WOODLAWN CENTRE	10	88	70	60	63	60
MILLIDGEVILLE	46	83	87	93	96	87
BAYSIDE	192	82	81	94	96	90
ST JOHN THE BAPT	24	63	43	91	95	58
RIVER VALLEY MID	157	70	77	81	75	71
FUNDY SHORES	12	92	92	83	83	92
DISTRICT 08	**1052**	**75**	**76**	**87**	**82**	**77**
DEER ISLAND	9	89	78	89	100	89
FUNDY	103	74	71	72	72	63
GRAND MANAN	31	61	65	70	41	52
CAMPOBELLO	16	100	88	94	88	88
SIR JAMES DUNN	36	75	75	86	69	75
ST STEPHEN MIDDLE	168	75	66	78	62	63
DISTRICT 10	**363**	**75**	**69**	**77**	**66**	**65**
CANTERBURY	15	80	73	87	93	73
KESWICK VALLEY	39	69	64	77	74	67
NACKAWIC MIDDLE	70	69	74	81	66	70
WOODSTOCK MIDDLE	187	73	77	79	73	72
HARTLAND	61	74	74	90	74	80
BATH MIDDLE	21	48	52	81	62	48
CENTREVILLE	34	68	74	91	82	74
FLORENCEVILLE MIDD	72	74	72	82	73	78
SOUTHERN VICTORIA	82	65	65	85	68	63
TOBIQUE VALLEY	40	73	73	75	73	70
JOHN CALDWELL	73	60	63	56	67	58
SAINT MARY'S ACAD	10	40	50	100	80	50
DISTRICT 14	**704**	**69**	**71**	**80**	**72**	**69**
JACQUET RIVER	43	70	72	81	81	70
DALHOUSIE MIDDLE	43	81	86	88	93	84
CAMPBELLTON MIDDLE	97	69	70	79	72	67
SUPERIOR MIDDLE	145	86	83	95	98	91
BELLEDUNE	1	100	100	100	100	100
MISCOU HARBOUR VIB	1	100	100	100	100	100
DISTRICT 15	**330**	**78**	**78**	**88**	**88**	**80**
TABUSINTAC	5	40	60	80	100	60
HARKINS MIDDLE	166	77	73	84	82	75
NORTH & SOUTH ESK	37	81	84	92	78	81
MILLERTON	12	83	100	100	100	100
BLACKVILLE	43	81	81	98	95	86
MIRAMICHI RURAL	6	67	50	100	100	67
NELSON RURAL	30	67	83	93	87	80
DR LOSIER MIDDLE	112	73	76	81	76	71
LEARNING CENTER	8	63	88	100	86	75
ELEANOR W GRAHAM	60	92	77	87	98	87
DISTRICT 16	**479**	**78**	**77**	**87**	**85**	**78**

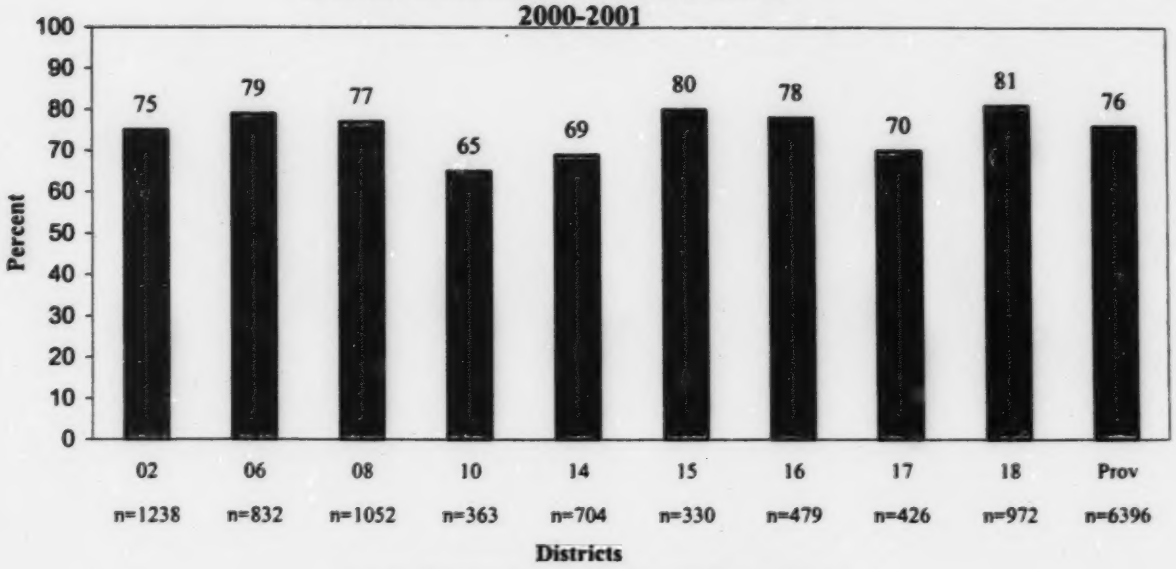
Middle Level English Language Proficiency Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
COLES ISLAND	22	45	64	82	82	68
MINTO ELEM/MID	51	73	63	90	75	69
CAMBRIDGE-NARROWS	19	63	68	89	84	74
CHIPMAN FOREST AVE	40	63	73	85	58	68
SUNBURY WEST	27	78	74	85	70	70
HAROLD PETERSON	145	72	72	75	68	69
RIDGEVIEW	112	67	65	86	84	71
GAGETOWN	10	90	80	100	100	90
DISTRICT 17	**426**	**69**	**69**	**83**	**75**	**70**
DOAKTOWN	28	71	64	93	75	71
UPPER MIRAMICHI	21	81	76	71	86	67
STANLEY	28	82	86	86	86	89
ALBERT STREET	197	80	77	84	82	79
DEVON	124	71	70	72	79	68
KESWICK RIDGE	17	82	94	94	94	88
GEORGE ST MIDDLE	229	88	93	96	97	93
NASHWAAKSIS MIDDLE	251	79	78	86	82	79
MCADAM	23	70	65	74	83	74
HARVEY	54	81	94	81	94	87
DISTRICT 18	**972**	**80**	**81**	**86**	**86**	**81**
PROVINCE	**6396**	**75**	**76**	**85**	**80**	**76**

Middle Level English Language Proficiency Assessment

Percent of Successful Results by District

2000-2001

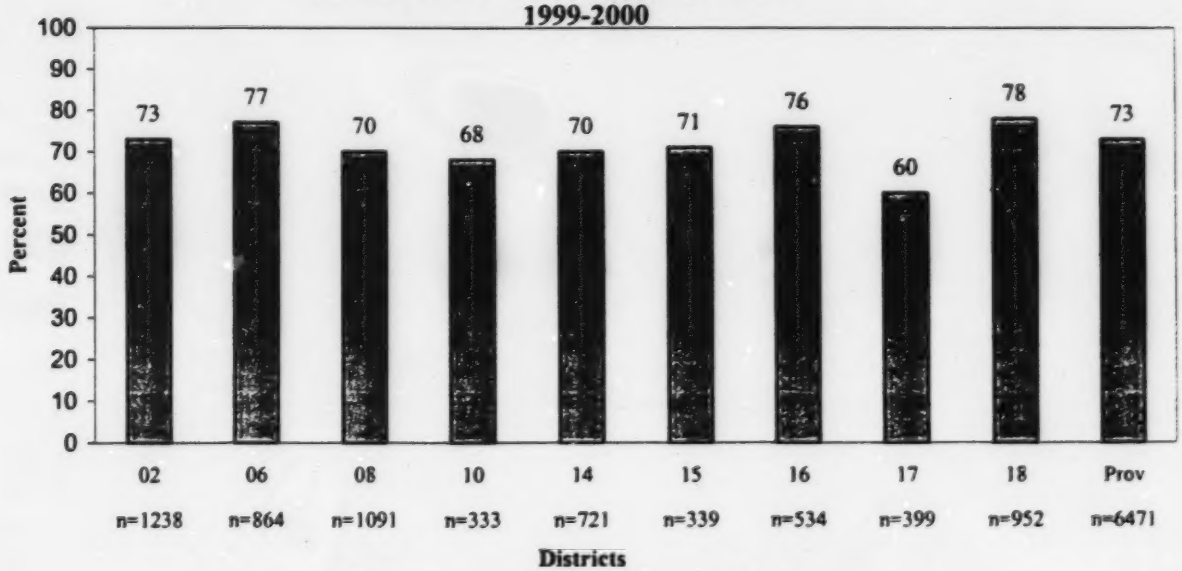


n = total number of students assessed in district

Middle Level English Language Proficiency Assessment

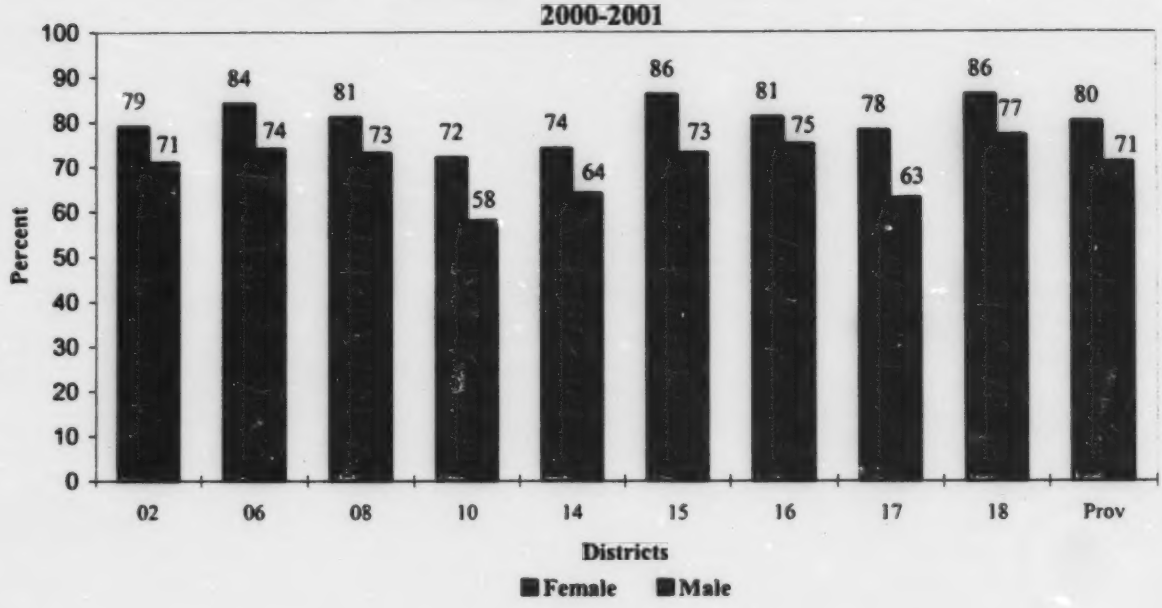
Percent of Successful Results by District

1999-2000

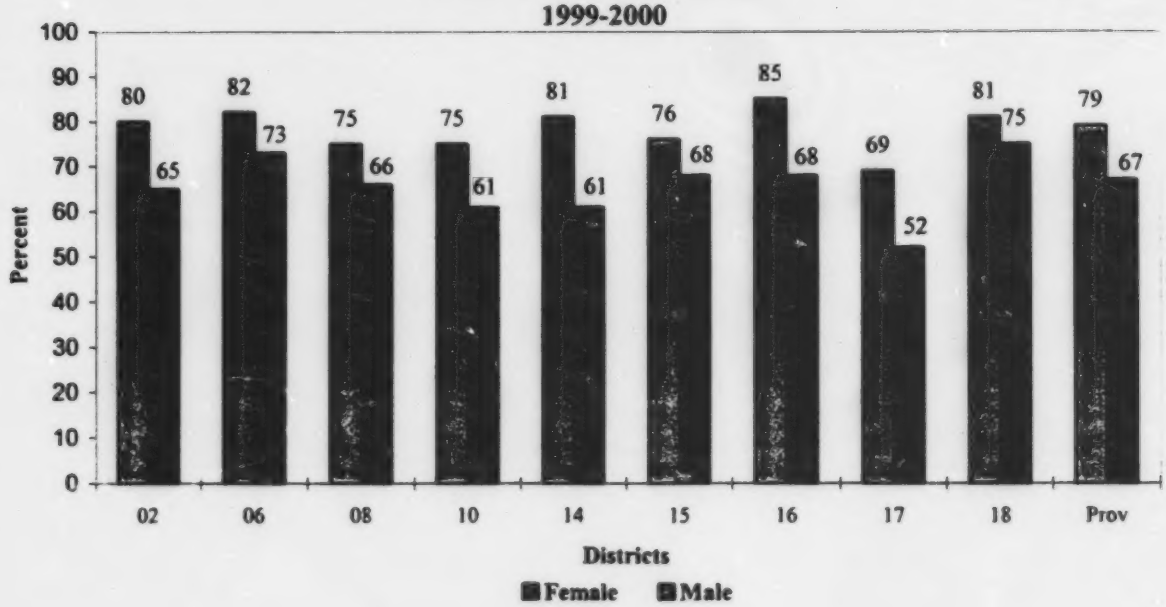


n = total number of students assessed in district

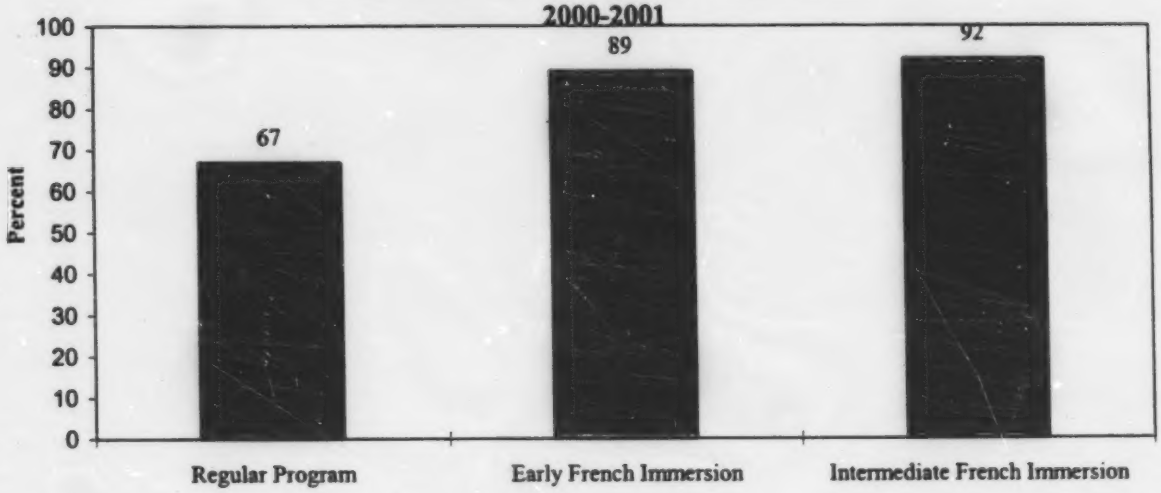
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2000-2001



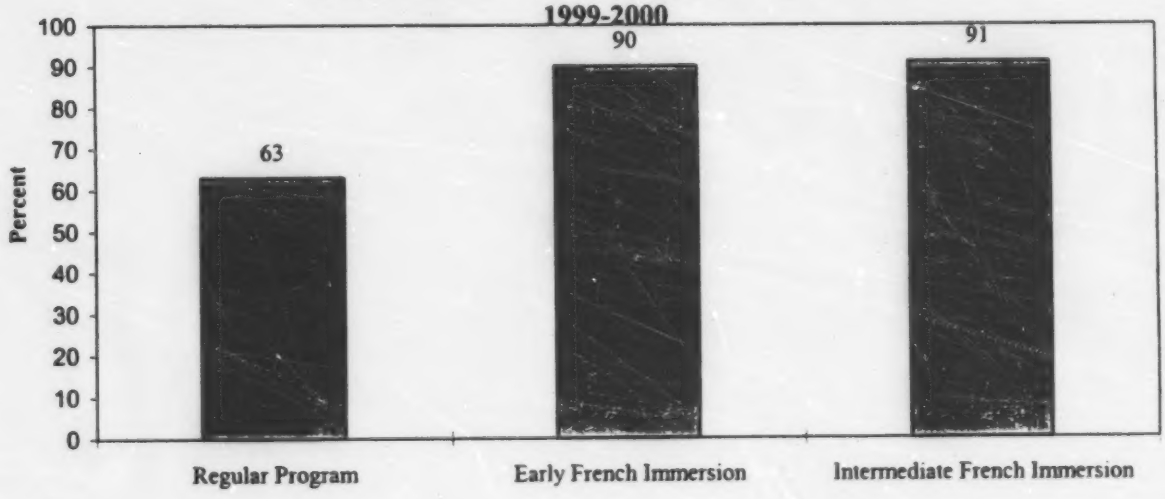
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
1999-2000



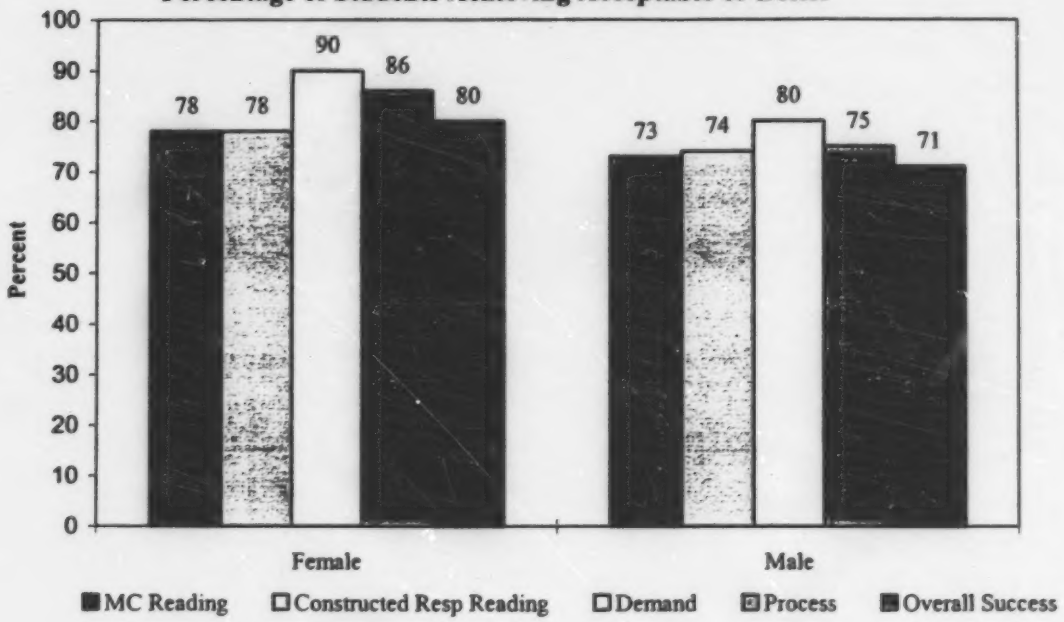
Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
2000-2001



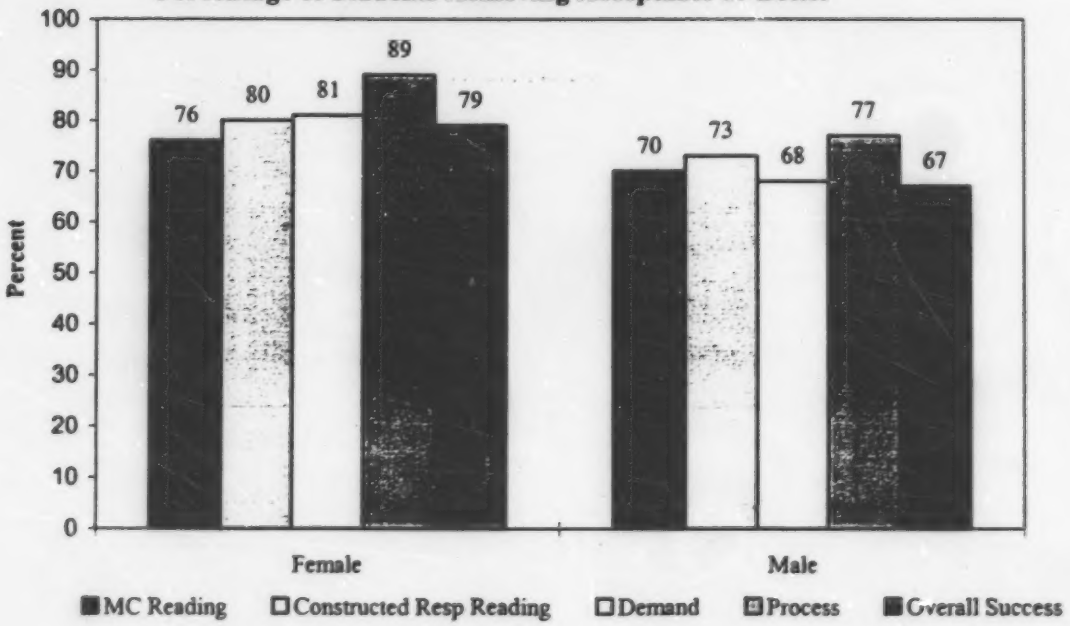
Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
1999-2000



Middle Level English Language Proficiency Assessment 2000-2001
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



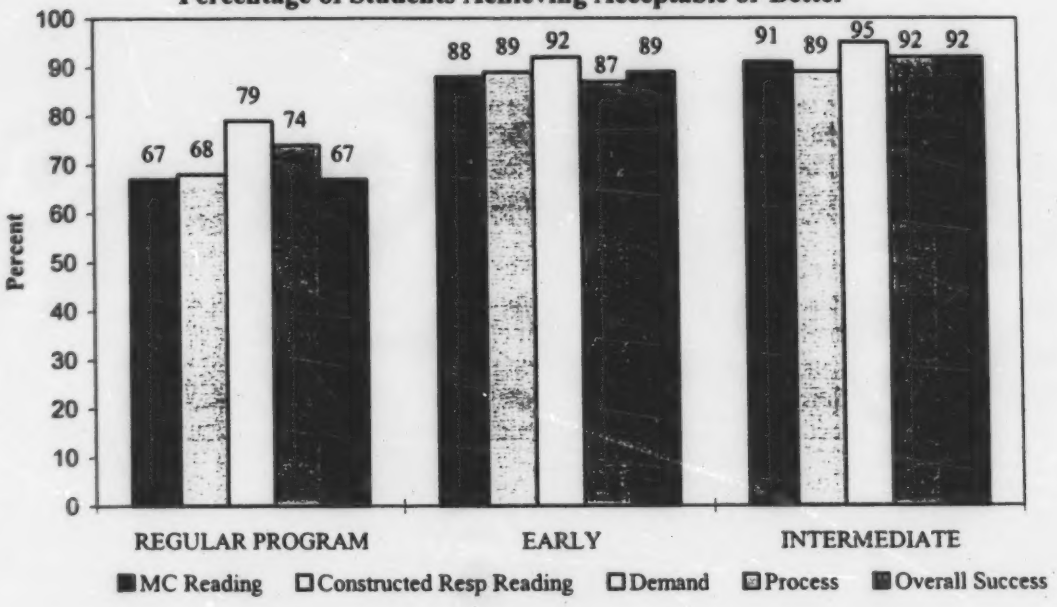
Middle Level English Language Proficiency Assessment 1999-2000
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2000-2001

Component Results by FSL Program

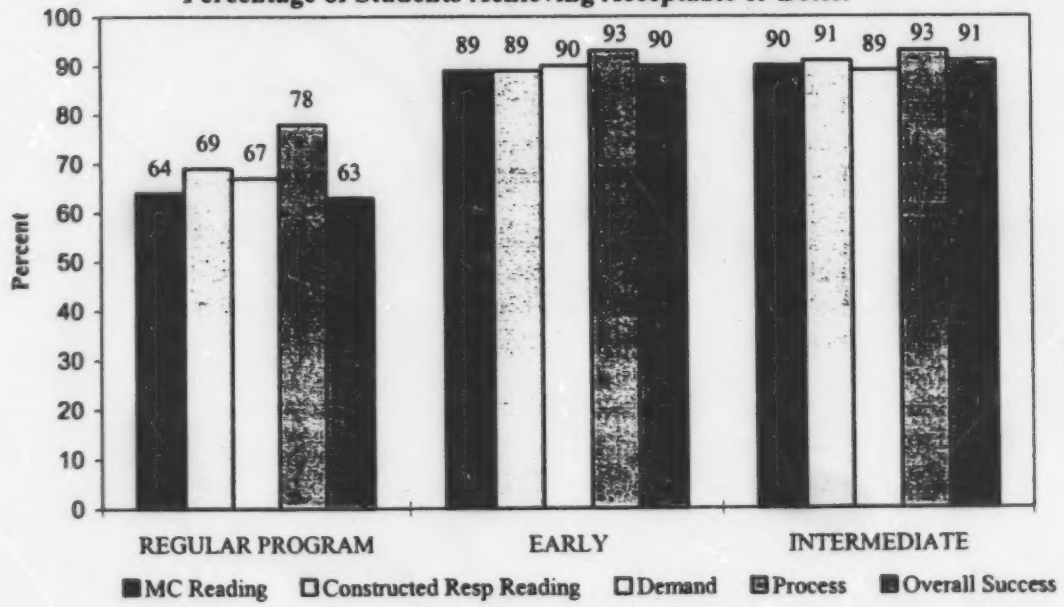
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 1999-2000

Component Results by FSL Program

Percentage of Students Achieving Acceptable or Better



Middle Level Mathematics Assessment

Background

In June of their grade 8 year, all students write the Middle Level Mathematics Assessment, which consists of three sections administered over two days. The June 2001 Middle Level Mathematics Assessment reflects the outcomes of the new grade 8 mathematics curriculum which was implemented for the first time in all middle schools during the 1999-2000 school year. Although the assessment is based on the grade 8 provincial mathematics curriculum, it is designed to reflect students' achievement over the middle school years.

Students are expected to have the use of a calculator when writing two of the three sections of the assessment - the multiple choice and open response sections. The third section, valued at 20% of the assessment and consisting of a number of mental math, multiple choice and open response questions, was done without the use of a calculator. The assessment included items of varying difficulty levels and addressed the four composite strands: Number Concepts and Operations (45%); Patterns and Relations (15%); Measurement and Geometry (25%); Data Management and Probability (15%).

The assessment was widely considered to be a fair and not unduly difficult test of students' mathematical skills and conceptual understanding at the end of middle school. Individual student results were reported by strand on achievement levels ranging from superior to weak. To achieve a successful overall status, a student has reached the acceptable level or higher in any three of the composite strands ***or*** has reached the acceptable level or higher in Number Concepts and Operations (45% of the assessment) and one of the other three composite strands.

Findings

- Six thousand, two hundred and fifty-four students wrote the Middle Level Mathematics Assessment. Fifty-three percent of those who did the assessment were successful compared to 58% in 1999-2000.

- Of the 6619 students registered, almost 6% were either exempted or did not write for various reasons.

- The results of the **patterns** and **relations** (63% at acceptable or better) and **data management** (64%) strands were somewhat better than those of **numbers and operations** (46%) and **measurement and geometry** (57%).

- About half of those writing were female, half male. The success rate was 53% for males and 52% for females.

- Students enrolled in French Immersion programs achieved at a significantly higher level than those in the English program. Students in Early French Immersion and Intermediate French Immersion succeeded at rates of 73% and 68% respectively, while those in the English program had a success rate of 43%.

Follow-up

- A provincial mentorship initiative has been renewed to enable districts to hire mathematics mentors who assist elementary and middle school teachers by working with them in their classrooms and focussing upon methodology.

- Teachers and math mentors have been provided with a number of sample questions from the June 2001 and previous assessments in order to see first-hand how the assessment reflects the direction of the curriculum. As well, answers and scoring criteria from the marking sessions have been released to provide added support to the teachers' classroom assessment programs.

- Middle schools continue to take advantage of in-service opportunities offered by the Mathematics Centre at the University of New Brunswick. The Centre also publishes, five times a year, a Math Messages newsletter to help teachers keep abreast of developments in mathematics education.

- Middle schools are providing focussed intervention to students experiencing difficulties with mathematics.

- Middle schools are using results from the mathematics assessment to establish School Improvement Plan targets.

- High schools are using individual results from the grade 8 mathematics assessment to assist students in improving their skills as they prepare for the grade 11 Provincial Examinations in Mathematics.

Middle Level Mathematics Assessment 2000-2001

In reading the following chart, you can see that 43 students at Bessborough participated in the Middle Level Mathematics Assessment in June of 2001. Sixty-one percent of these students performed at acceptable or better levels in the number strand, 77% in measurement, 93% in data, and 74% in patterns. Overall, 70% of the students achieved a successful rating.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
DORCHESTER	20	55	40	70	70	55
MARSHVIEW MIDDLE	97	40	58	69	68	52
PORT ELGIN REG	39	31	59	54	59	46
BEAVERBROOK	25	28	52	48	36	36
BESSBOROUGH	43	61	77	93	74	70
BIRCHMOUNT	63	49	75	78	65	64
HILLCREST	36	14	25	39	33	17
MAGNETIC HILL	52	42	58	62	69	56
QUEEN ELIZABETH	41	54	54	73	73	63
RIVERVIEW MIDDLE	233	52	56	75	67	58
SHEDIAC CAPE	32	28	41	50	53	31
SUNNY BRAE MIDDLE	69	46	51	52	48	44
LEWISVILLE MIDDLE	86	54	73	73	73	66
EDITH CAVELL	31	7	10	32	29	10
LOU MACNARIN	35	20	74	69	74	51
EVERGREEN PARK	88	61	61	77	68	61
HAVELOCK	9	33	33	56	22	44
PETITCODIAC REG	71	39	55	61	59	48
J M A ARMSTRONG	95	39	44	64	61	44
CALEDONIA	54	52	44	69	69	56
RIVERSIDE CONS	10	30	80	80	40	40
DISTRICT 02	**1229**	**44**	**56**	**67**	**63**	**52**
SUSSEX MIDDLE	214	54	73	72	67	63
HAMPTON MIDDLE	157	38	37	49	52	40
MACDONALD CONS	36	69	72	83	75	72
HARRY MILLER MID	104	64	52	62	69	62
ROTHESAY PARK	76	45	65	53	66	50
BELLEISLE REG	43	30	88	70	65	51
QUISPAMSIS MIDDLE	164	53	71	71	71	62
DISTRICT 06	**794**	**50**	**63**	**64**	**65**	**56**
BARNHILL MEM	71	51	58	62	68	56
BEACONSFIELD	67	28	39	60	45	30
FOREST HILLS MID	67	45	57	49	48	43
HAZEN WHITE/ST FRA	17	18	65	77	47	35
LORNE	60	33	47	38	63	38
PRINCE CHARLES	12	50	75	83	83	67
PRINCESS ELIZABETH	107	48	52	49	64	50
SIMONDS	85	26	26	34	52	26
ST MARTINS	14	93	93	93	100	100
ST ROSE	93	43	43	59	61	51
MILLIDGEVILLE	46	44	63	59	67	52
BAYSIDE	188	43	52	48	55	45

Middle Level Mathematics Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
ST JOHN THE BAPT	21	38	38	76	57	38
RIVER VALLEY MID	145	39	64	59	61	46
FUNDY SHORES	14	43	21	43	50	43
DISTRICT 08	**1007**	**41**	**51**	**53**	**59**	**45**
DEER ISLAND	9	33	78	78	33	44
FUNDY	103	39	39	56	47	40
GRAND MANAN	28	68	68	68	82	71
CAMPOBELLO	15	67	93	80	80	73
SIR JAMES DUNN	35	54	63	66	60	60
ST STEPHEN MIDDLE	161	49	48	67	57	50
DISTRICT 10	**351**	**48**	**51**	**64**	**57**	**50**
CANTERBURY	15	27	60	73	80	53
KESWICK VALLEY	38	34	42	53	50	42
NACKAWIC MIDDLE	69	42	48	64	64	48
WOODSTOCK MIDDLE	186	30	44	55	61	40
HARTLAND	62	40	53	57	68	48
BATH MIDDLE	20	45	50	70	65	55
CENTREVILLE	32	59	59	78	63	66
FLORENCEVILLE MIDD	75	48	61	66	63	55
SOUTHERN VICTORIA	82	26	38	35	42	29
TOBIQUE VALLEY	40	50	55	78	58	60
JOHN CALDWELL	69	51	68	70	62	58
SAINT MARY'S ACAD	12	67	75	100	100	75
DISTRICT 14	**700**	**39**	**51**	**60**	**61**	**47**
JACQUET RIVER	44	43	59	61	68	50
DALHOUSIE MIDDLE	42	50	62	69	69	60
CAMPBELLTON MIDDLE	92	42	51	60	53	48
SUPERIOR MIDDLE	148	62	49	82	70	63
BELLEDUNE	1	100	100	100	0	100
MISCOU HARBOUR VIB	1	100	100	100	100	100
DISTRICT 15	**328**	**53**	**53**	**71**	**65**	**57**
TABUSINTAC	6	17	17	33	50	17
HARKINS MIDDLE	164	65	72	74	77	68
NORTH & SOUTH ESK	37	54	68	70	73	68
MILLERTON	11	82	82	64	100	82
BLACKVILLE	42	67	74	83	71	71
MIRAMICHI RURAL	6	67	67	83	67	67
NELSON RURAL	31	74	71	84	77	77
DR LOSIER MIDDLE	113	43	52	70	54	49
ELEANOR W GRAHAM	58	81	85	91	83	83
DISTRICT 16	**468**	**61**	**68**	**76**	**72**	**66**
COLES ISLAND	19	32	58	68	53	47
MINTO ELEM/MID	47	53	70	68	62	66
CAMBRIDGE-NARROWS	19	37	84	63	58	42
CHIPMAN FOREST AVE	40	23	35	30	60	28
SUNBURY WEST	24	46	71	71	79	58

Middle Level Mathematics Assessment 2000-2001

In reading the following chart, you can see that 43 students at Bessborough participated in the Middle Level Mathematics Assessment in June of 2001. Sixty-one percent of these students performed at acceptable or better levels in the number strand, 77% in measurement, 93% in data, and 74% in patterns. Overall, 70% of the students achieved a successful rating.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
DORCHESTER	20	55	40	70	70	55
MARSHVIEW MIDDLE	97	40	58	69	68	52
PORT ELGIN REG	39	31	59	54	59	46
BEAVERBROOK	25	28	52	48	36	36
BESSBOROUGH	43	61	77	93	74	70
BIRCHMOUNT	63	49	75	78	65	64
HILLCREST	36	14	25	39	33	17
MAGNETIC HILL	52	42	58	62	69	56
QUEEN ELIZABETH	41	54	54	73	73	63
RIVERVIEW MIDDLE	233	52	56	75	67	58
SHEDIAC CAPE	32	28	41	50	53	31
SUNNY BRAE MIDDLE	69	46	51	52	48	44
LEWISVILLE MIDDLE	86	54	73	73	73	66
EDITH CAVELL	31	7	10	32	29	10
LOU MACNARIN	35	20	74	69	74	51
EVERGREEN PARK	88	61	61	77	68	61
HAVELOCK	9	33	33	56	22	44
PETITCODIAC REG	71	39	55	61	59	48
J M A ARMSTRONG	95	39	44	64	61	44
CALEDONIA	54	52	44	69	69	56
RIVERSIDE CONS	10	30	80	80	40	40
DISTRICT 02	**1229**	**44**	**56**	**67**	**63**	**52**
SUSSEX MIDDLE	214	54	73	72	67	63
HAMPTON MIDDLE	157	38	37	49	52	40
MACDONALD CONS	36	69	72	83	75	72
HARRY MILLER MID	104	64	52	62	69	62
ROTHESAY PARK	76	45	65	53	66	50
BELLEISLE REG	43	30	88	70	65	51
QUISPAMSIS MIDDLE	164	53	71	71	71	62
DISTRICT 06	**794**	**50**	**63**	**64**	**65**	**56**
BARNHILL MEM	71	51	58	62	68	56
BEACONSFIELD	67	28	39	60	45	30
FOREST HILLS MID	67	45	57	49	48	43
HAZEN WHITE/ST FRA	17	18	65	77	47	35
LORNE	60	33	47	38	63	38
PRINCE CHARLES	12	50	75	83	83	67
PRINCESS ELIZABETH	107	48	52	49	64	50
SIMONDS	85	26	26	34	52	26
ST MARTINS	14	93	93	93	100	100
ST ROSE	93	43	43	59	61	51
MILLIDGEVILLE	46	44	63	59	67	52
BAYSIDE	188	43	52	48	55	45

Middle Level Mathematics Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
ST JOHN THE BAPT	21	38	38	76	57	38
RIVER VALLEY MID	145	39	64	59	61	46
FUNDY SHORES	14	43	21	43	50	43
DISTRICT 08	**1007**	**41**	**51**	**53**	**59**	**45**
DEER ISLAND	9	33	78	78	33	44
FUNDY	103	39	39	56	47	40
GRAND MANAN	28	68	68	68	82	71
CAMPOBELLO	15	67	93	80	80	73
SIR JAMES DUNN	35	54	63	66	60	60
ST STEPHEN MIDDLE	161	49	48	67	57	50
DISTRICT 10	**351**	**48**	**51**	**64**	**57**	**50**
CANTERBURY	15	27	60	73	80	53
KESWICK VALLEY	38	34	42	53	50	42
NACKAWIC MIDDLE	69	42	48	64	64	48
WOODSTOCK MIDDLE	186	30	44	55	61	40
HARTLAND	62	40	53	57	68	48
BATH MIDDLE	20	45	50	70	65	55
CENTREVILLE	32	59	59	78	63	66
FLORENCEVILLE MIDD	75	48	61	66	63	55
SOUTHERN VICTORIA	82	26	38	35	42	29
TOBIQUE VALLEY	40	50	55	78	58	60
JOHN CALDWELL	69	51	68	70	62	58
SAINT MARY'S ACAD	12	67	75	100	100	75
DISTRICT 14	**700**	**39**	**51**	**60**	**61**	**47**
JACQUET RIVER	44	43	59	61	68	50
DALHOUSIE MIDDLE	42	50	62	69	69	60
CAMPBELLTON MIDDLE	92	42	51	60	53	48
SUPERIOR MIDDLE	148	62	49	82	70	63
BELLEDUNE	1	100	100	100	0	100
MISCOU HARBOUR VIB	1	100	100	100	100	100
DISTRICT 15	**328**	**53**	**53**	**71**	**65**	**57**
TABUSINTAC	6	17	17	33	50	17
HARKINS MIDDLE	164	65	72	74	77	68
NORTH & SOUTH ESK	37	54	68	70	73	68
MILLERTON	11	82	82	64	100	82
BLACKVILLE	42	67	74	83	71	71
MIRAMICHI RURAL	6	67	67	83	67	67
NELSON RURAL	31	74	71	84	77	77
DR LOSIER MIDDLE	113	43	52	70	54	49
ELEANOR W GRAHAM	58	81	85	91	83	83
DISTRICT 16	**468**	**61**	**68**	**76**	**72**	**66**
COLES ISLAND	19	32	58	68	53	47
MINTO ELEM/MID	47	53	70	68	62	66
CAMBRIDGE-NARROWS	19	37	84	63	58	42
CHIPMAN FOREST AVE	40	23	35	30	60	28
SUNBURY WEST	24	46	71	71	79	58

Middle Level Mathematics Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
HAROLD PETERSON	145	41	55	56	55	48
RIDGEVIEW	94	25	50	66	53	37
GAGETOWN	9	44	44	44	56	44
DISTRICT 17	**397**	**37**	**56**	**59**	**57**	**46**
DOAKTOWN	25	40	64	76	84	60
UPPER MIRAMICHI	22	46	64	64	77	55
STANLEY	26	73	77	92	85	81
ALBERT STREET	190	60	75	68	72	66
DEVON	109	28	43	43	48	31
KESWICK RIDGE	17	53	82	94	88	77
GEORGE ST MIDDLE	230	56	69	80	79	69
NASHWAAKSIS MIDDLE	229	51	53	64	72	56
MCADAM	23	57	52	83	70	61
HARVEY	48	33	40	44	56	38
DISTRICT 18	**919**	**51**	**62**	**67**	**71**	**58**
PROVINCE	**6254**	**46**	**57**	**64**	**63**	**53**

Middle Level Mathematics Assessment 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
HAROLD PETERSON	145	41	55	56	55	48
RIDGEVIEW	94	25	50	66	53	37
GAGETOWN	9	44	44	44	56	44
DISTRICT 17	**397**	**37**	**56**	**59**	**57**	**46**
DOAKTOWN	25	40	64	76	84	60
UPPER MIRAMICHI	22	46	64	64	77	55
STANLEY	26	73	77	92	85	81
ALBERT STREET	190	60	75	68	72	66
DEVON	109	28	43	43	48	31
KESWICK RIDGE	17	53	82	94	88	77
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NASHWAAKSIS MIDDLE	229	51	53	64	72	56
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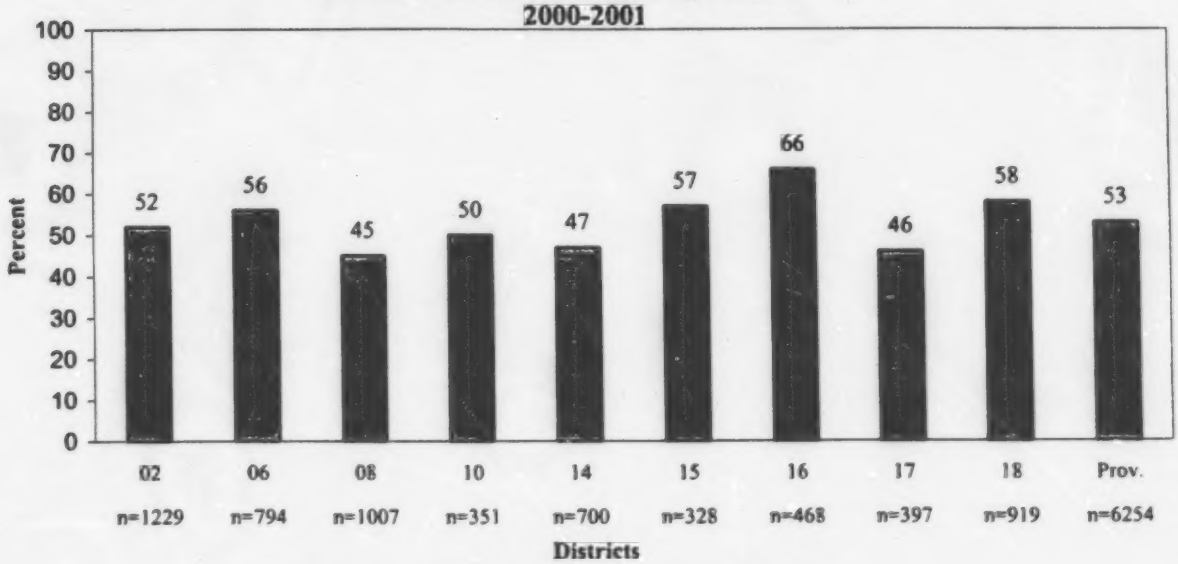
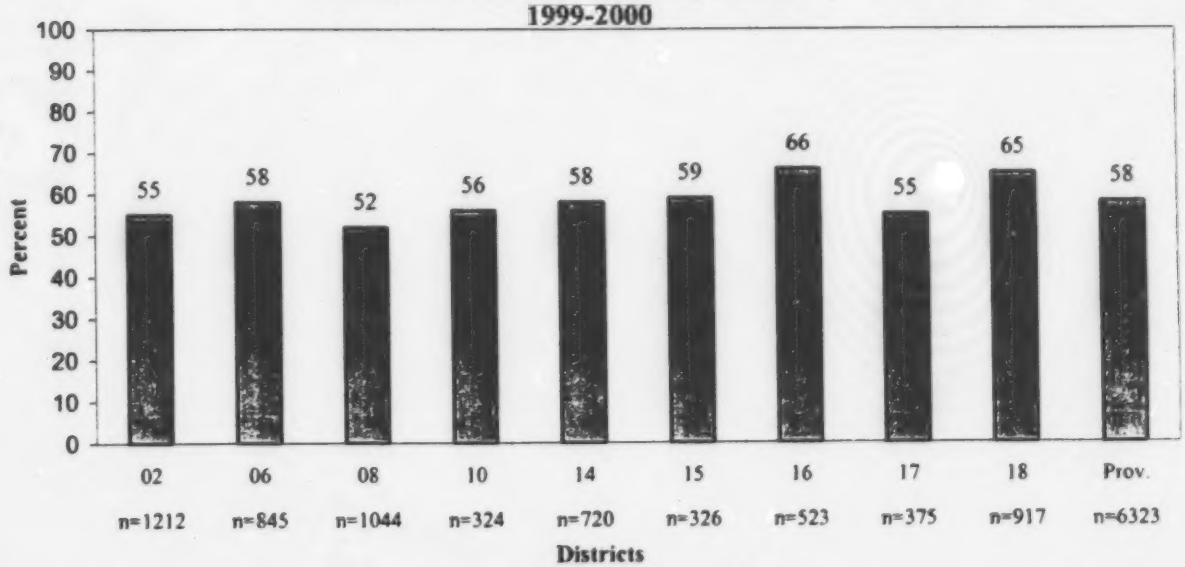
HARVEY	48	33	40	44	56	38
DISTRICT 18	**919**	**51**	**62**	**67**	**71**	**58**
PROVINCE	**6254**	**46**	**57**	**64**	**63**	**53**

Middle Level Mathematics Assessment
Percent of Successful Results by District
2000-2001



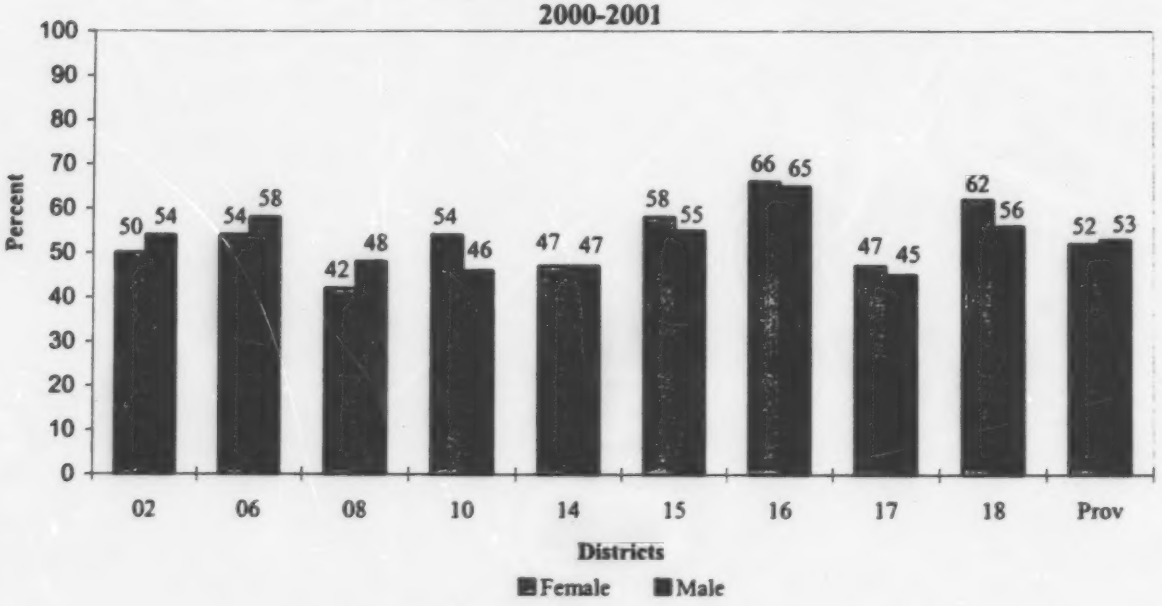
n = total number of students assessed in district

Middle Level Mathematics Assessment
Percent of Successful Results by District
1999-2000

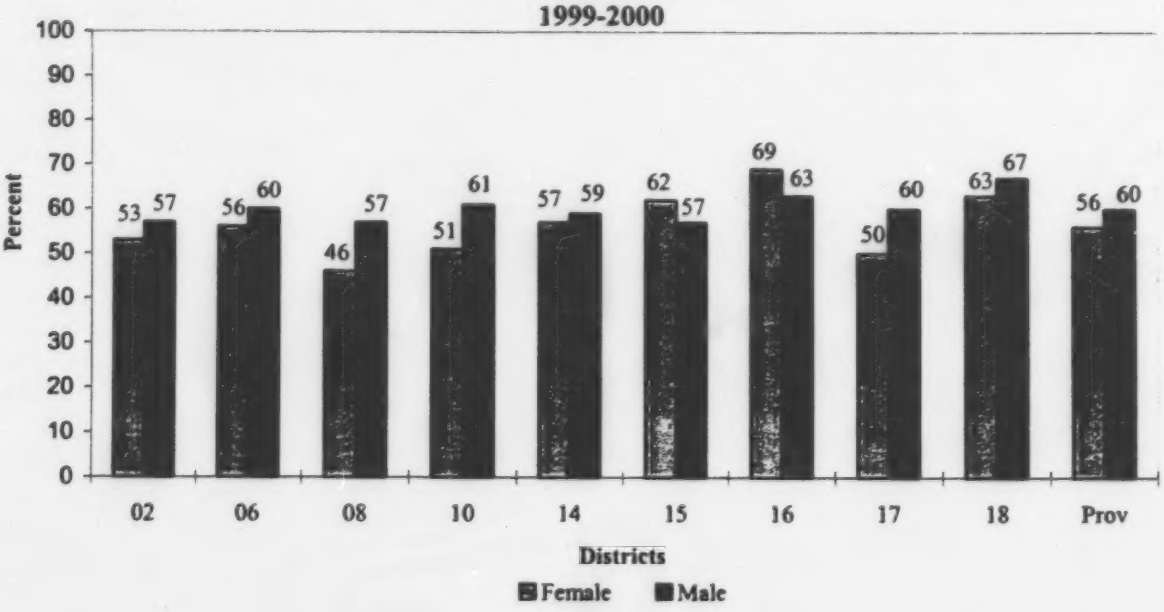


n = total number of students assessed in district

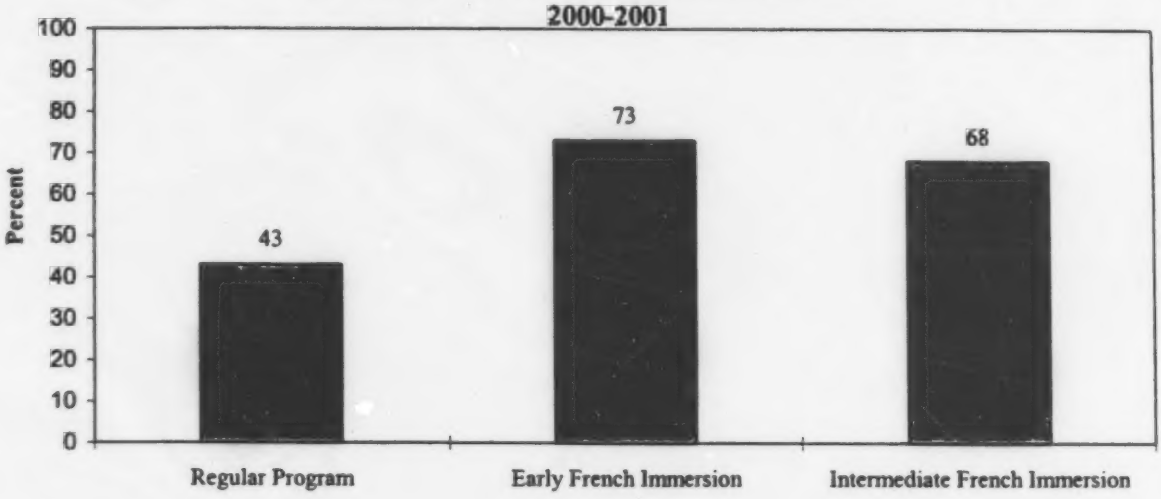
Middle Level Mathematics Assessment
Percent Successful by Gender
2000-2001



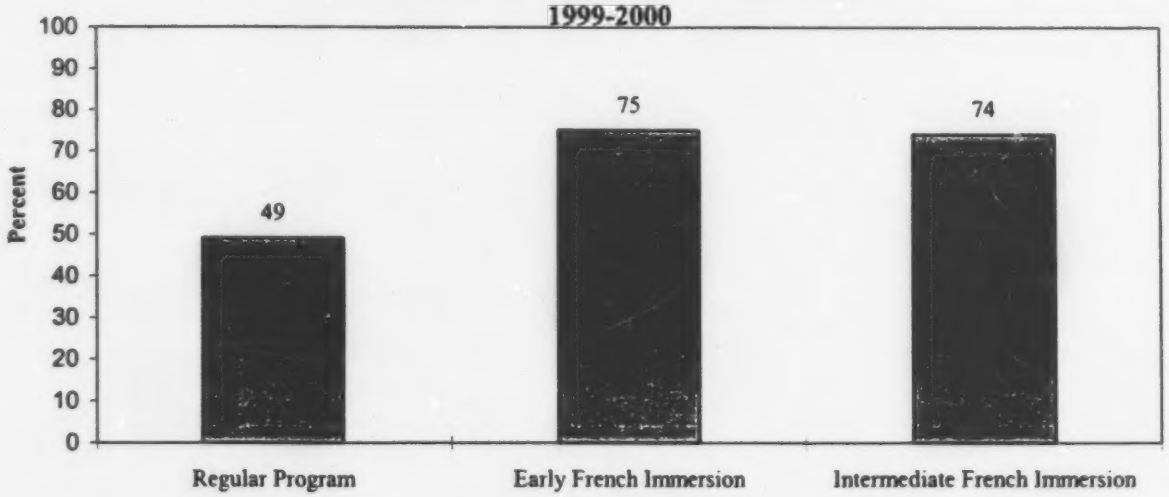
Middle Level Mathematics Assessment
Percent Successful by Gender
1999-2000



Middle Level Mathematics Assessment
Percent Successful by Program of Instruction
2000-2001



Middle Level Mathematics Assessment
Percent Successful by Program of Instruction
1999-2000



ELEMENTARY LEVEL RESULTS

PROVINCIAL ASSESSMENT AT GRADE 3

and

PROVINCIAL ASSESSMENT AT GRADE 5

Anglophone School Districts

Provincial Assessment at Grade 3

Background

The Provincial Assessment at Grade 3 was administered in May 2001. Over a two-week period, students answered multiple choice and constructed response questions designed to assess reading, mathematics and science. The assessment, part of the annual elementary testing program, is a system measure of student achievement after four years of schooling. Group data for all components were generated to provide schools and districts with statistics to help measure progress and to improve teaching and learning.

As with all provincial assessments, the grade 3 responses were marked by practicing classroom teachers following training with criteria and models specific to the assessment tasks. Groups of elementary teachers and parents across the province established expectations for performance on the various components.

Findings

- In May 2001, approximately 6200 students participated in the assessment. The percentage of students who were completely exempted was 4.5 up from 3.6% the year before. Schools were asked to be as inclusive as possible.

- At the time of the assessment, 24% of the grade 3 population was enrolled in the French Immersion program and 76% in the English program.

- Girls outperformed boys on the reading component: 65% of females met or exceeded expectations in English reading, compared to 62% of males; percentages were 78% and 72% respectively for French reading.
  The reverse was true for the other components, with 64% of males and 58% of females meeting or exceeding expectations in mathematics, and 50% and 47% respectively in science.

- While performance on all components of the assessment was relatively the same as in 1999-2000, educators and parents signaled that students should be achieving more by establishing higher expectation levels than they had done previously.

- Achievement was best on the reading component with 64% of elementary students meeting or exceeding expectation levels in the English program, and 75% in French Immersion.

- For mathematics overall, 61% of the students met or exceeded expectations, with this breaking down to better performance by French Immersion students, that is, 65% for French Immersion and 60% for English.

- Results were reversed for the science component: while overall, 49% of the students met or exceeded expectations in 2000-2001, the percentages were 50% for English and 46% for French Immersion.

Follow-up

- Schools and districts are studying the overall assessment results, specific achievement information within the range of expectations, and data for individual strands to determine emphases for delivery of their language arts, mathematics and science programs.

- Assessment items and model student responses, accompanied by marking criteria, are being used in classrooms to familiarize students with provincial standards.

- District level mathematics mentors are providing assistance to teachers to enhance mathematics teaching practices.

Provincial Assessment at Grade 3 2000-2001

In reading the following chart, you can see that 69 students at Birchmount participated in the mathematics and science components of the Provincial Assessment at Grade 3. The school met expectations in mathematics and was above expectations in science. For reading, 27students from the English program were involved; the expectation level was met. Thirty-eight students participated in the French Immersion reading component and the school again met expectations.

School	No. of Students	Expectation Level Math	Science	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
ALMA CONSOLIDATED	3	■	▲	3	▲		--
ARNOLD H. MCLEOD	85	■	■	29	■	56	▲
BEAVERBROOK	44	▲	■	17	■	27	▲
BESSBOROUGH	54	▲	▲	4	▲	47	▲
BIRCHMOUNT	69	▲	●	27	▲	38	▲
CLAUDE D. TAYLOR	81	▲	▲	37	▲	45	●
DORCHESTER CONS.	9	▲	▲	9	▲		--
EDITH CAVELL	26	■	■	21	■	5	▲
ELGIN ELEMENTARY	5	●	●	5	▲		--
EVERGREEN PARK	90	▲	Pilot	34	▲	57	▲
FOREST GLEN	65	▲	■	32	▲	33	▲
FRANK L. BOWSER	56	▲	▲	27	▲	29	▲
GUNNINGSVILLE	44	▲	■	25	■	19	▲
HAVELOCK	22	■	Pilot	23	▲		--
HILLCREST	13	▲	▲	12	▲		--
HILLSBOROUGH ELEM.	35	▲	▲	32	▲		--
LOU MACNARIN	41	▲	▲	21	▲	19	▲
LOWER COVERDALE	11	▲	▲	11	▲		--
MAGNETIC HILL	34	▲	▲	19	▲	15	●
MOUNTAIN VIEW	14	▲	▲	14	▲		--
PETITCODIAC REG.	45	▲	▲	44	▲		--
PORT ELGIN REG.	28	▲	▲	26	▲		--
QUEEN ELIZABETH	52	▲	▲	22	▲	30	▲
RIVERSIDE CONS.	7	●	●	7	▲		--
SALEM ELEMENTARY	89	▲	▲	54	▲	33	▲
SALISBURY ELEM.	71	▲	■	44	▲	27	▲
SHEDIAC CAPE	33	■	■	13	▲	20	■
UPLANDS	23	■	▲	23	▲		--
WEST RIVERVIEW	70	▲	■	34	▲	33	●
DISTRICT 02	**1219**	▲	▲	**669**	▲	**533**	▲

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
APOHAQUI	25	▲	▲	25	▲		--
BELLEISLE ELEM.	36	▲	▲	38	▲		--
FAIRVALE	78	▲	▲	76	▲		--
HAMMOND RIVER VAL	23	▲	▲	23	▲		--
HAMPTON ELEM.	115	▲	▲	81	▲	30	▲
KENNEBECASIS PARK	37	●	●	37	▲		--
LAKEFIELD ELEM.	66	▲	▲	67	▲		--
MACDONALD CONS.	32	▲	■	32	▲		--
NORTON ELEM.	19	●	●	20	▲		--
QUISPAMSIS ELEM.	71	▲	▲	34	▲	36	▲
ROTHESAY ELEM.	112	▲	Pilot	51	▲	52	▲
SUSSEX CORNER ELEM	54	▲	■	32	▲	22	▲
SUSSEX ELEMENTARY	101	▲	■	49	▲	47	▲
DISTRICT 06	**769**	▲	▲	**565**	▲	**187**	▲
BARNHILL MEMORIAL	24	▲	▲	23	▲		--
BAYVIEW	44	▲	Pilot	45	▲		--
BROWNS' FLAT	10	●	●	10	▲		--
CENTENNIAL	56	■	■	55	■		--
CHAMPLAIN HEIGHTS	53	■	■	53	■		--
FOREST HILLS ELEM.	79	■	■	49	▲	27	▲
FUNDY SHORES	8	▲	▲	8	▲		--
GLEN FALLS	29	■	■	28	▲		--
GRANDVIEW AVENUE	26	▲	▲	24	▲		--
HAVELOCK	30	▲	▲	30	▲		--
HAZEN WHITE-ST. FRA.	14	■	■	18	■		--
HOLY TRINITY	24	■	■	23	▲		--
INGLEWOOD	43	▲	▲	43	▲		--
ISLAND VIEW	70	●	▲	69	▲		--
LAKEWOOD	15	●	▲	15	▲		--
LAKEWOOD HEIGHTS	20	●	●	19	●		--
LATIMORE LAKE	8	●	●	8	▲		--
LOCH LOMOND	68	■	■	50	■	18	▲
M. GERALD TEED MEM	33	■	▲	34	▲		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
MILLIDGEVILLE N.	96	■	■		--	95	▲
MORNA HEIGHTS	27	■	■	27	▲		--
PRINCE CHARLES	11	▲	▲	11	▲		--
PRINCESS ELIZABETH	24	▲	▲	24	▲		--
SEAWOOD	19	■	▲	19	▲		--
ST. JOHN THE BAPTIST	27	■	■	27	▲		--
ST. MARTINS	8	●	▲	8	▲		--
ST. PATRICK'S	59	▲	■	59	▲		--
ST. ROSE	47	■	■	47	▲		--
WESTFIELD	61	▲	▲	61	▲		--
DISTRICT 08	**1033**	▲	■	**887**	▲	**140**	▲
BACK BAY	10	▲	▲	10	▲		--
BLACKS HARBOUR	35	■	■	35	▲		--
CAMPOBELLO ISLAND	12	▲	▲	12	▲		--
DEER ISLAND CONS.	9	●	●	9	▲		--
GRAND MANAN COMM	35	■	■	35	■		--
LAWRENCE STATION	8	■	■	8	■		--
MILLTOWN ELEM.	37	▲	▲	37	▲		--
PENNFIELD ELEM.	21	▲	■	21	▲		--
ST. GEORGE ELEM.	45	■	■	44	▲		--
ST. STEPHEN ELEM.	101	▲	■	88	▲	13	▲
VINCENT MASSEY EL.	34	▲	Pilot	34	▲		--
DISTRICT 10	**347**	▲	■	**333**	▲	**13**	▲
ANDOVER ELEM.	79	▲	▲	49	▲	31	▲
AROOSTOOK ELEM.	4	●	●	4	●		--
BATH MIDDLE	38	▲	▲	37	■		--
BRISTOL ELEM.	30	■	■	29	▲		--
CANTERBURY HIGH	13	▲	▲	13	▲		--
CENTRAL CARLETON	51	■	■	51	■		--
CENTREVILLE ELEM.	23	■	■	23	■		--
DEBEC ELEM.	14	▲	■	14	■		--
DONALD FRASER MEM	45	■	■	45	■		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

F2

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
FLORENCEVILLE ELEM	46	■	■	45	▲		--
JOHN CALDWELL	56	■	■	15	■	41	▲
JUNIPER ELEM.	4	▲	■	2	▲		--
KESWICK VALLEY	30	▲	■	31	▲		--
MILLVILLE ELEM.	14	▲	▲	12	▲		--
NACKAWIC ELEM.	48	▲	■	48	▲		--
NEW DENMARK	7	■	Pilot	7	▲		--
SOUTHERN CARLETON	82	▲	▲	56	▲	25	▲
ST. MARY'S ACADEMY	14	■	■	14	■		--
WOODSTOCK CENT.	91	▲	Pilot	69	▲	21	▲
DISTRICT 14	**489**	▲	■	**364**	▲	**118**	▲
BELLEDUNE	6	■	▲	5	▲		--
CORONATION PARK	18	▲	Pilot	18	▲		--
JACQUET RIVER	25	■	■	25	■		--
JANEVILLE ELEM.	7	●	●	7	▲		--
L E REINSBOROUGH	50	▲	Pilot	30	▲	20	●
LORD BEAVERBROOK	64	▲	■	21	▲	44	▲
LORNE	9	■	■	9	■		--
MARY GOSNELL ELEM	25	▲	▲	13	▲	12	●
PARKWOOD ELEM.	45	■	■	24	■	21	▲
SOUTH BATHURST EL.	38	▲	■		--	38	▲
TIDE HEAD	6	▲	▲	6	▲		--
DISTRICT 15	**293**	▲	■	**158**	▲	**135**	▲
BLACKVILLE	37	▲	▲	37	▲		--
CROFT ELEM.	52	▲	■	11	▲	40	▲
GRETNA GREEN ELEM.	41	▲	■	37	▲		--
HARCOURT	6	▲	■	5	▲		--
HARKINS ELEM.	29	▲	▲	29	▲		--
IAN BAILLIE PRIMARY	44	▲	▲	22	▲	20	●
MILLERTON ELEM/JR	24	▲	▲	24	▲		--
MIRAMICHI RURAL	5	▲	▲	5	▲		--
NAPAN ELEM.	10	▲	■	10	▲		--
NELSON RURAL	31	▲	▲	31	▲		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
MILLIDGEVILLE N.	96	■	■		--	95	▲
MORNA HEIGHTS	27	■	■	27	▲		--
PRINCE CHARLES	11	▲	▲	11	▲		--
PRINCESS ELIZABETH	24	▲	▲	24	▲		--
SEAWOOD	19	■	▲	19	▲		--
ST. JOHN THE BAPTIST	27	■	■	27	▲		--
ST. MARTINS	8	●	▲	8	▲		--
ST. PATRICK'S	59	▲	■	59	▲		--
ST. ROSE	47	■	■	47	▲		--
WESTFIELD	61	▲	▲	61	▲		--
DISTRICT 08	**1033**	▲	■	**887**	▲	**140**	▲
BACK BAY	10	▲	▲	10	▲		--
BLACKS HARBOUR	35	■	■	35	▲		--
CAMPOBELLO ISLAND	12	▲	▲	12	▲		--
DEER ISLAND CONS.	9	●	●	9	▲		--
GRAND MANAN COMM	35	■	■	35	■		--
LAWRENCE STATION	8	■	■	8	■		--
MILLTOWN ELEM.	37	▲	▲	37	▲		--
PENNFIELD ELEM.	21	▲	■	21	▲		--
ST. GEORGE ELEM.	45	■	■	44	▲		--
ST. STEPHEN ELEM.	101	▲	■	88	▲	13	▲
VINCENT MASSEY EL.	34	▲	Pilot	34	▲		--
DISTRICT 10	**347**	▲	■	**333**	▲	**13**	▲
ANDOVER ELEM.	79	▲	▲	49	▲	31	▲
AROOSTOOK ELEM.	4	●	●	4	●		--
BATH MIDDLE	38	▲	▲	37	■		--
BRISTOL ELEM.	30	■	■	29	▲		--
CANTERBURY HIGH	13	▲	▲	13	▲		--
CENTRAL CARLETON	51	■	■	51	■		--
CENTREVILLE ELEM	23	■	■	23	■		--
DEBEC ELEM.	14	▲	■	14	■		--
DONALD FRASER MEM	45	■	■	45	■		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
FLORENCEVILLE ELEM	46	■	■	45	▲		--
JOHN CALDWELL	56	■	■	15	■	41	▲
JUNIPER ELEM.	4	▲	■	2	▲		--
KESWICK VALLEY	30	▲	■	31	▲		--
MILLVILLE ELEM.	14	▲	▲	12	▲		--
NACKAWIC ELEM.	48	▲	■	48	▲		--
NEW DENMARK	7	■	Pilot	7	▲		--
SOUTHERN CARLETON	82	▲	▲	56	▲	25	▲
ST. MARY'S ACADEMY	14	■	■	14	■		--
WOODSTOCK CENT.	91	▲	Pilot	69	▲	21	▲
DISTRICT 14	**689**	▲	■	**564**	▲	**118**	▲
BELLEDUNE	6	■	▲	5	▲		--
CORONATION PARK	18	▲	Pilot	18	▲		--
JACQUET RIVER	25	■	■	25	■		--
JANEVILLE ELEM.	7	●	●	7	▲		--
L E REINSBOROUGH	50	▲	Pilot	30	▲	20	●
LORD BEAVERBROOK	64	▲	■	21	▲	44	▲
LORNE	9	■	■	9	■		--
MARY GOSNELL ELEM	25	▲	▲	13	▲	12	●
PARKWOOD ELEM.	45	■	■	24	■	21	▲
SOUTH BATHURST EL	38	▲	■		--	38	▲
TIDE HEAD	6	▲	▲	6	▲		--
DISTRICT 15	**293**	▲	■	**158**	▲	**135**	▲
BLACKVILLE	37	▲	▲	37	▲		--
CROFT ELEM.	52	▲	■	11	▲	40	▲
GRETNA GREEN ELEM.	41	▲	■	37	▲		--
HARCOURT	6	▲	■	5	▲		--
HARKINS ELEM.	29	▲	▲	29	▲		--
IAN BAILLIE PRIMARY	44	▲	▲	22	▲	20	●
MILLERTON ELEM/JR	24	▲	▲	24	▲		--
MIRAMICHI RURAL	5	▲	▲	5	▲		--
NAPAN ELEM.	10	▲	■	10	▲		--
NELSON RURAL	31	▲	▲	31	▲		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NORTH & SOUTH ESK E	50	▲	▲	50	▲		--
REXTON ELEM.	78	▲	■	79	▲		--
ST. ANDREWS ELEM.	42	▲	Pilot	44	▲		--
TABUSINTAC ELEM.	15	■	▲	15	■		--
DISTRICT 16	**464**	▲	▲	**399**	▲	**60**	●
ASSINIBOINE AVE.	44	■	■	47	▲		--
CAMBRIDGE-NARROWS	13	■	▲	13	▲		--
CHIPMAN ELEM.	23	▲	■	23	■		--
COLES ISLAND	8	▲	▲	8	▲		--
GAGETOWN	8	▲	▲	8	▲		--
GEARY ELEM.	16	▲	■	14	▲		--
GESNER STREET ELEM.	73	▲	▲	31	▲	43	●
HUBBARD AVE. ELEM.	24	■	■	25	■		--
LOWER LINCOLN	33	▲	■	34	▲		--
MINTO ELEM/MIDDLE	73	■	■	56	▲	16	▲
SUMMERHILL STREET	69	▲	Pilot	42	▲	21	▲
SUNBURY WEST	32	■	▲	31	■		--
DISTRICT 17	**416**	▲	■	**332**	▲	**80**	▲
ALEXANDER GIBSON	73	▲	▲	51	▲	22	●
BARKERS POINT	43	▲	▲	42	▲		--
CONNAUGHT STREET	47	▲	▲	18	▲	29	●
DOAKTOWN PRIMARY	21	■	■	21	■		--
DOUGLAS	14	▲	▲	13	▲		--
GARDEN CREEK	59	▲	▲	32	▲	25	▲
HARVEY ELEM.	32	▲	▲	19	▲	11	▲
KESWICK RIDGE	26	▲	Pilot	25	▲		--
KINGSCLEAR CONS.	14	▲	▲	15	▲		--
LIVERPOOL STREET	57	▲	▲	35	▲	21	▲
MCADAM AVENUE	35	▲	▲	34	▲		--
MCADAM ELEM.	17	●	▲	16	▲		--
MONTGOMERY ST.	25	●	●	25	▲		--

Expectation Level. ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NASHWAAKSIS MEM.	48	■	■	12	■	33	▲
NEW MARYLAND	89	▲	▲	55	▲	33	●
PARK STREET	66	●	●	33	▲	32	▲
PRIESTMAN STREET	78	▲	▲	42	▲	33	▲
ROYAL ROAD	50	▲	▲	32	▲	17	▲
SOUTH DEVON	34	■	■	30	■		--
STANLEY ELEM.	30	▲	▲	30	▲		--
TAYMOUTH	18	▲	▲	16	▲		--
UPPER MIRAMICHI	23	▲	▲	21	▲		--
DISTRICT 18	**899**	▲	▲	**617**	▲	**256**	▲
PROVINCE	**6212**	▲	▲	**4603**	▲	**1522**	▲

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level Math	Expectation Level Science	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
NORTH & SOUTH ESK E	50	▲	▲	50	▲		--
REXTON ELEM.	78	▲	■	79	▲		--
ST. ANDREWS ELEM.	42	▲	Pilot	44	▲		--
TABUSINTAC ELEM.	15	■	▲	15	■		--
DISTRICT 16	**464**	▲	▲	**399**	▲	**60**	●
ASSINIBOINE AVE.	44	■	■	47	▲		--
CAMBRIDGE-NARROWS	13	■	▲	13	▲		--
CHIPMAN ELEM.	23	▲	■	23	■		--
COLES ISLAND	8	▲	▲	8	▲		--
GAGETOWN	8	▲	▲	8	▲		--
GEARY ELEM.	16	▲	■	14	▲		--
GESNER STREET ELEM.	73	▲	▲	31	▲	43	●
HUBBARD AVE. ELEM.	24	■	■	25	■		--
LOWER LINCOLN	33	▲	■	34	▲		--
MINTO ELEM/MIDDLE	73	■	■	56	▲	16	▲
SUMMERHILL STREET	69	▲	Pilot	42	▲	21	▲
SUNBURY WEST	32	■	▲	31	■		--
DISTRICT 17	**416**	▲	■	**332**	▲	**80**	▲
ALEXANDER GIBSON	73	▲	▲	51	▲	22	●
BARKERS POINT	43	▲	▲	42	▲		--
CONNAUGHT STREET	47	▲	▲	18	▲	29	●
DOAKTOWN PRIMARY	21	■	■	21	■		--
DOUGLAS	14	▲	▲	13	▲		--
GARDEN CREEK	59	▲	▲	32	▲	25	▲
HARVEY ELEM.	32	▲	▲	19	▲	11	▲
KESWICK RIDGE	26	▲	Pilot	25	▲		--
KINGSCLEAR CONS.	14	▲	▲	15	▲		--
LIVERPOOL STREET	57	▲	▲	35	▲	21	▲
MCADAM AVENUE	35	▲	▲	34	▲		--
MCADAM ELEM.	17	●	▲	16	▲		--
MONTGOMERY ST.	25	●	●	25	▲		--

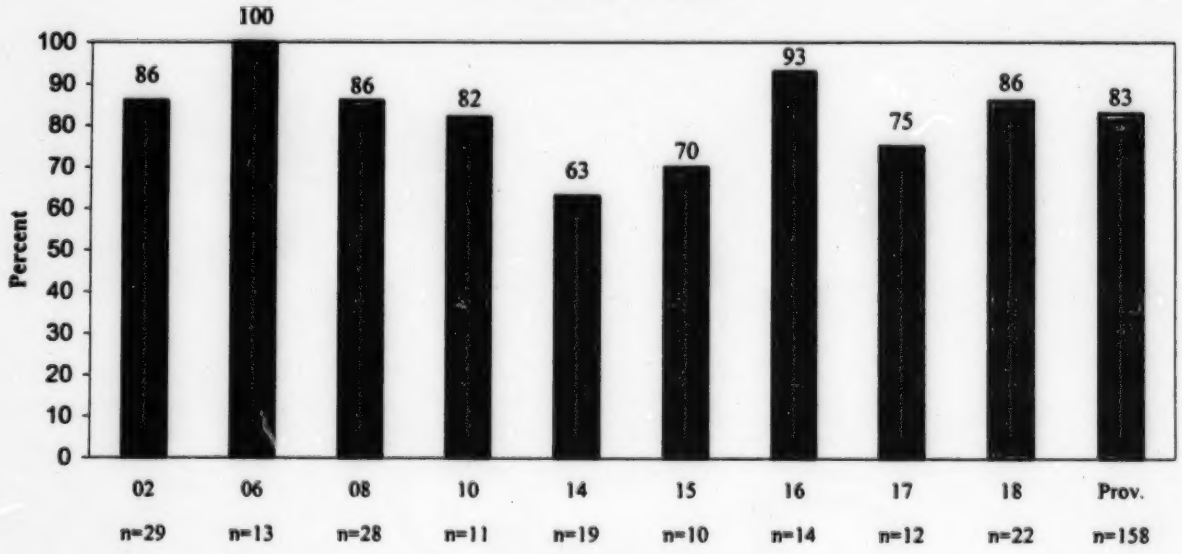
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2000-2001

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NASHWAAKSIS MEM.	48	■	■	12	■	33	▲
NEW MARYLAND	89	▲	▲	55	▲	33	●
PARK STREET	66	●	●	33	▲	32	▲
PRIESTMAN STREET	78	▲	▲	42	▲	33	▲
ROYAL ROAD	50	▲	▲	32	▲	17	▲
SOUTH DEVON	34	■	■	30	■		--
STANLEY ELEM.	30	▲	▲	30	▲		--
TAYMOUTH	18	▲	▲	16	▲		--
UPPER MIRAMICHI	23	▲	▲	21	▲		--
DISTRICT 18	**899**	▲	▲	**617**	▲	**256**	▲
PROVINCE	**6212**	▲	▲	**4603**	▲	**1522**	▲

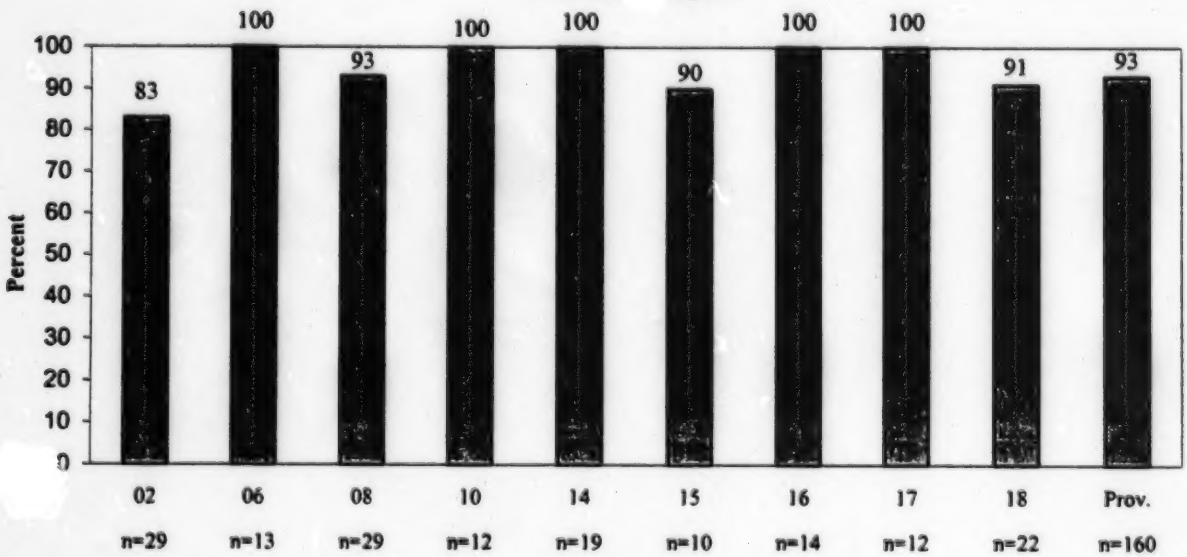
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Three 2000-2001
Percent of Schools Meeting or Exceeding Expectations
Reading - English



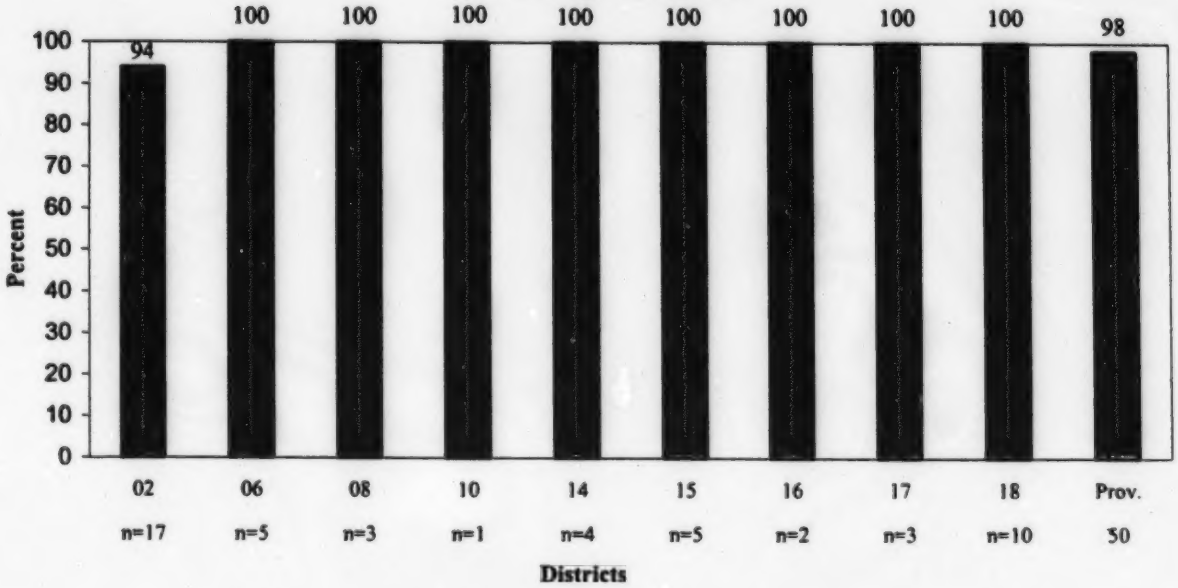
n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000
Percent of Schools Meeting or Exceeding Expectations
Reading - English



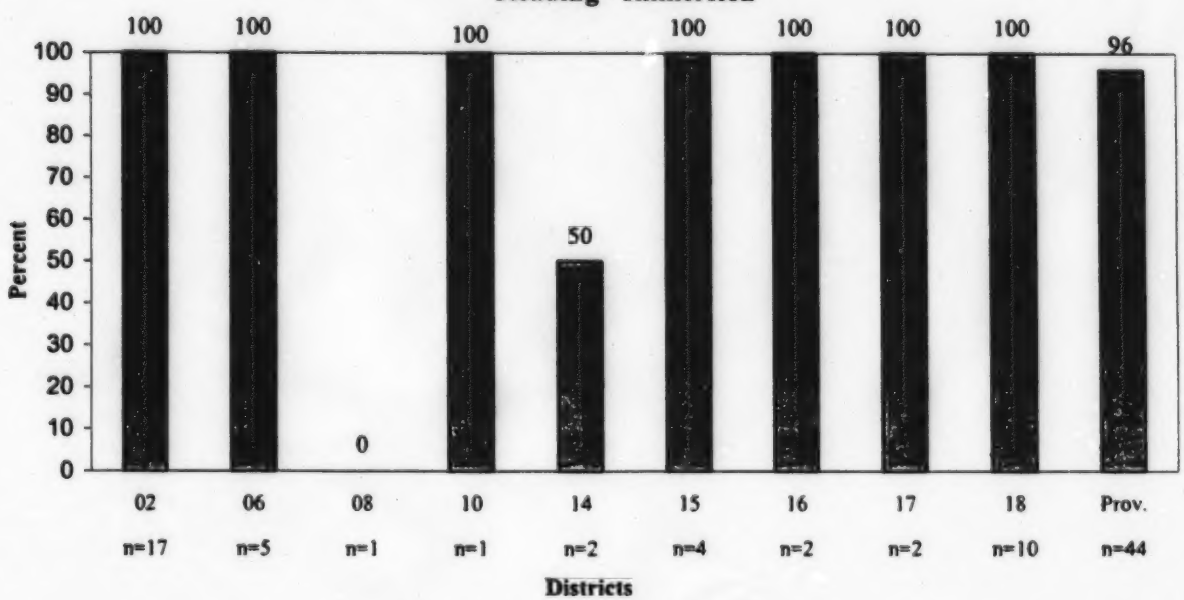
n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion



n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion

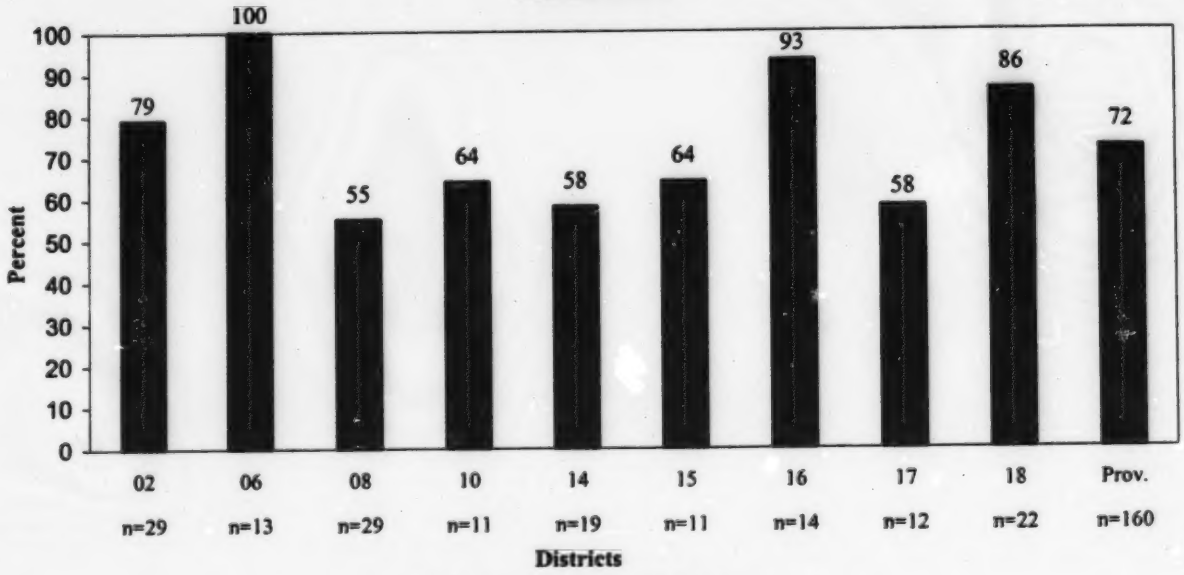


n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001

Percent of Schools Meeting or Exceeding Expectations

Mathematics

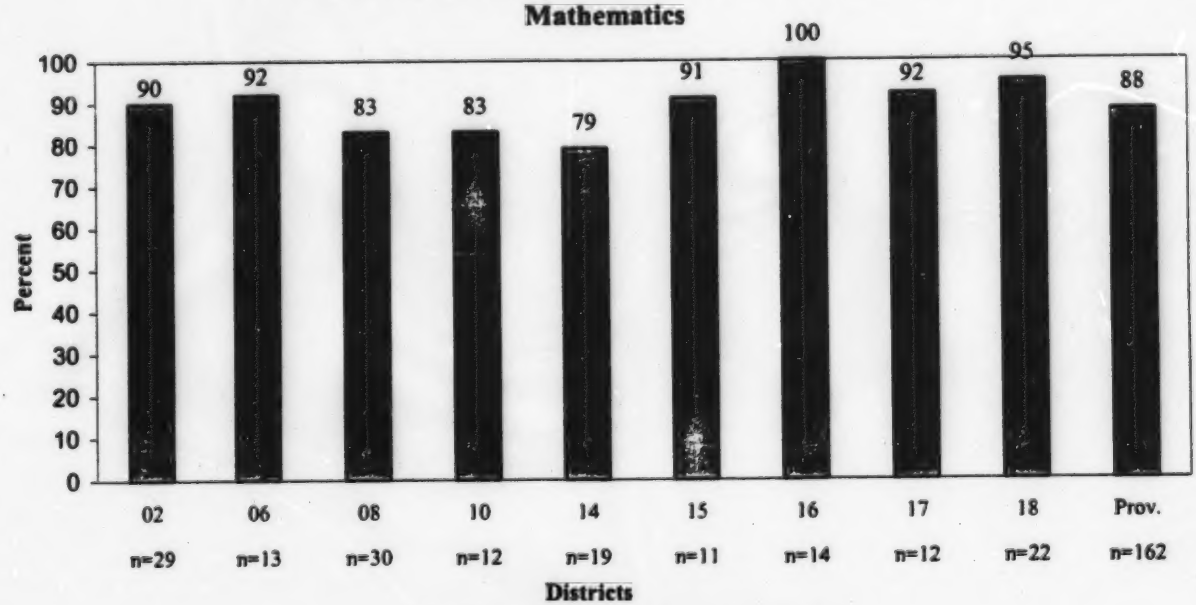


n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000

Percent of Schools Meeting or Exceeding Expectations

Mathematics

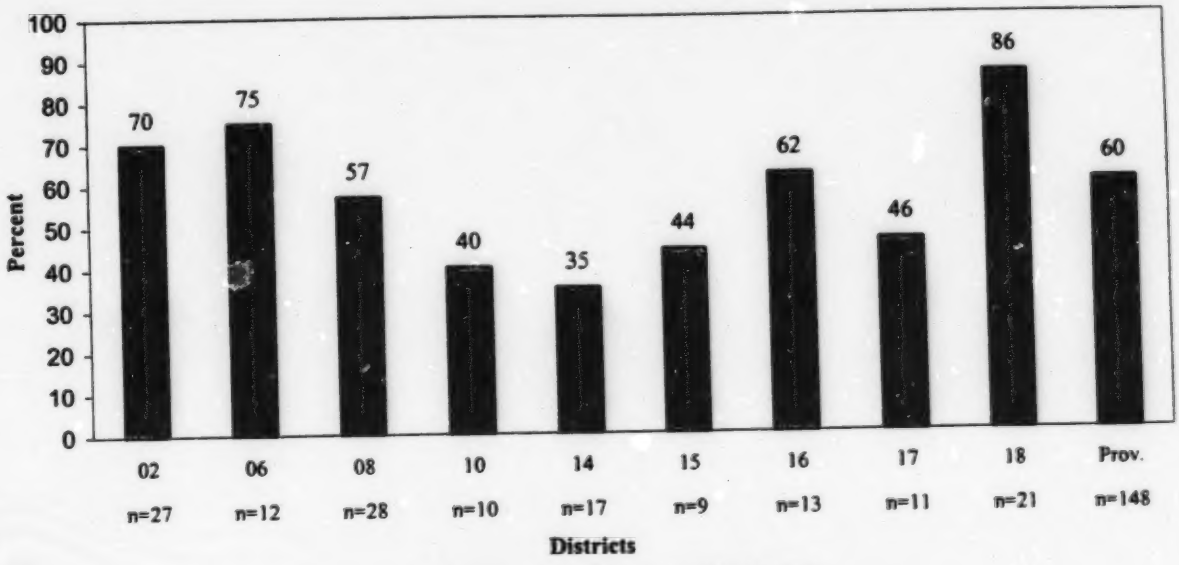


n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001

Percent of Schools Meeting or Exceeding Expectations

Science

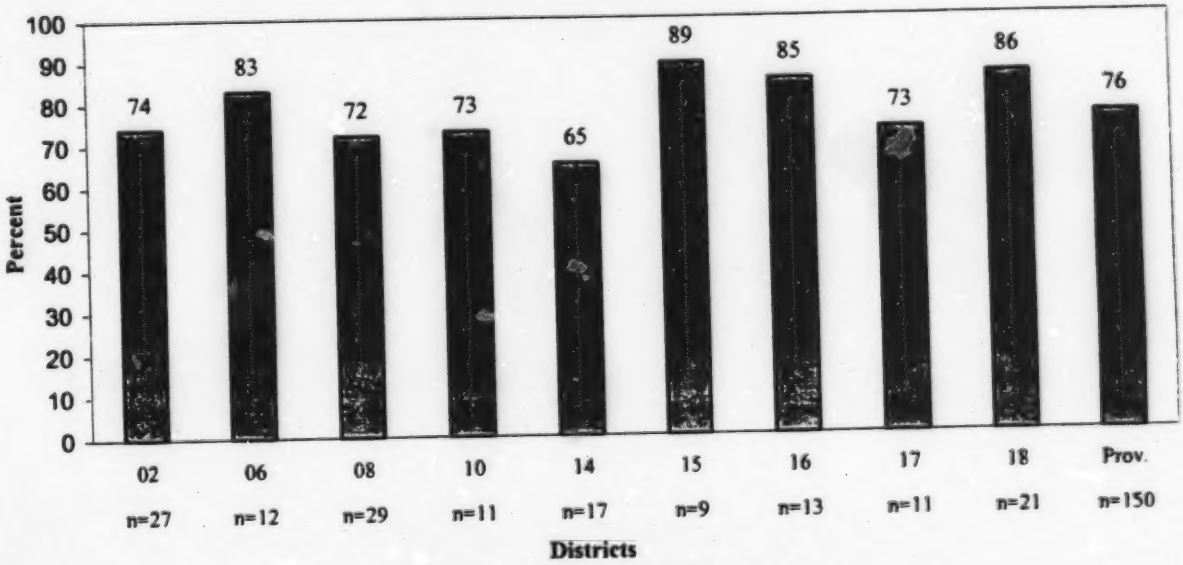


n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000

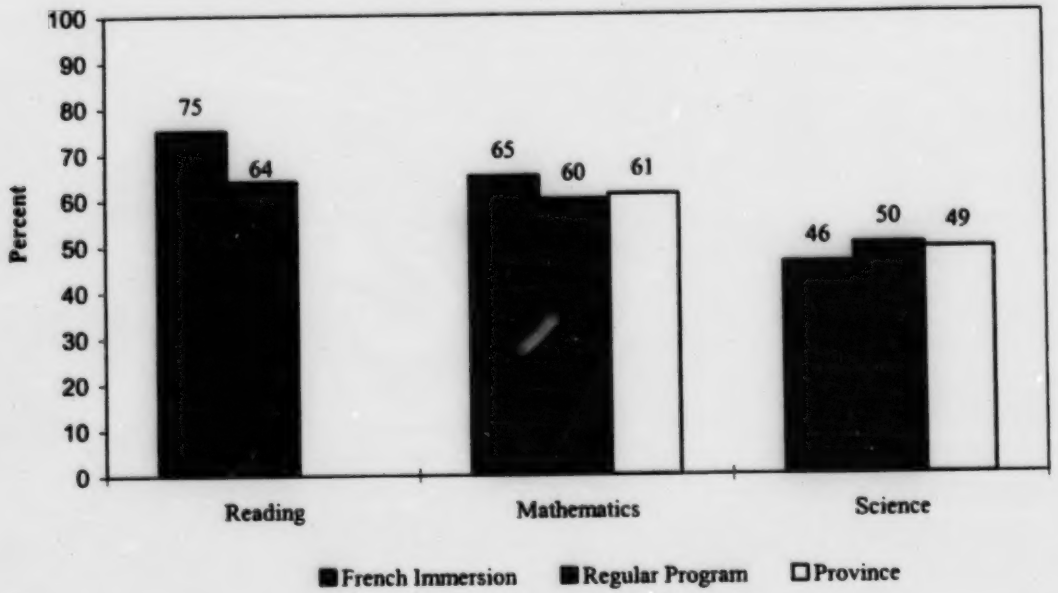
Percent of Schools Meeting or Exceeding Expectations

Science

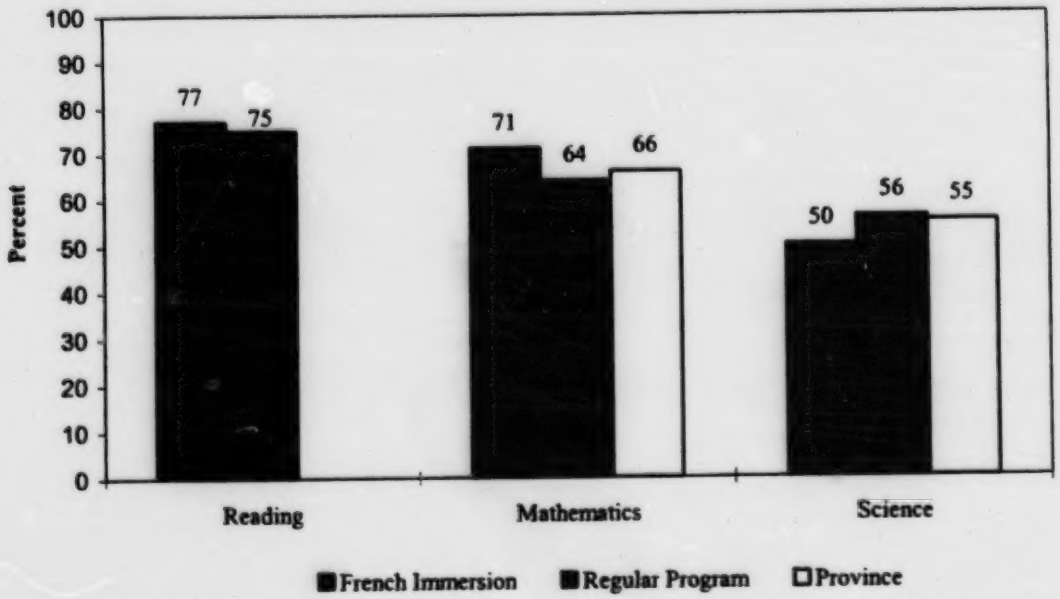


n = number of schools assessed in district

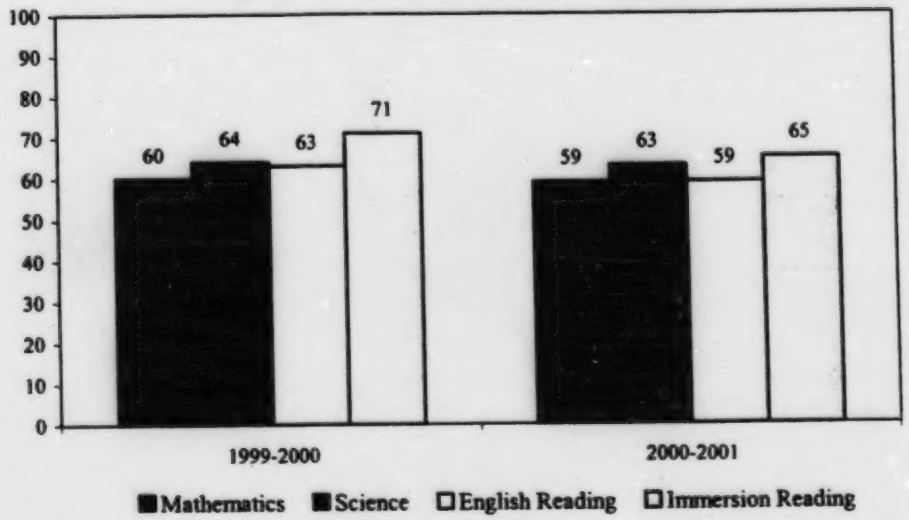
Provincial Assessment at Grade Three 2000-2001
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Provincial Assessment at Grade Three 1999-2000
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Grade 3 Assessment - Provincial Averages



Provincial Assessment at Grade 5

Background

As the other half of the annual elementary testing program, the Provincial Assessment at Grade 5 was administered similarly in the spring, and highlighted student achievement at the end of six years of schooling. Students were tested in reading, writing, mathematics and science. Group results by school were reported with expectations levels again established by practitioners and parents.

Findings

- Approximately 6400 students participated in the assessment. The exemption rate was 4%, up from 3.7% in 1999-2000.
- Despite student performance remaining relatively constant compared to the year before, expectation levels changed in 2000-2001. Results in reading showed that 98% of schools met or exceeded expectations compared to 96% previously. The percentages were lower in mathematics: 68% in 2000-2001 and 76% the year before. In science, 82% of schools met or exceeded expectations, up from 74% in 1999-2000.
- For demand writing (Writing I), 51% of the students achieved acceptable or higher levels, which was one percent less than the previous year. They fared somewhat better on the longer writing task (Writing II), where 60% were at acceptable or higher in 2000-2001 compared to 57%.
- Gender differences were apparent with females performing better than males in reading (86% met or exceeded expectations compared to 80%) and mathematics (56% compared to 54%), and much better in Writing I (62% at acceptable or better compared to 41%) and Writing II (70% compared to 50%). Only in science were results better for males: 63% met or exceeded expectations compared to 58% for females.
- At the grade 5 level, 20% of the student population was enrolled in the French Immersion program and 80% in the English program.
- French Immersion students outperformed English classes in mathematics and science, with 61% of French Immersion classes meeting or exceeding mathematics expectations compared to 54% for English; in science, the percentages were 61 and 60 respectively.
- Results in reading were not remarkably different for French Immersion and English students. Eighty-nine percent of French Immersion and 82% of English students met or exceeded expectations.
- French Immersion students achieved better writing results than those in English classes: Writing I saw 60% of French Immersion students achieving acceptable or higher ratings while the figure was 49% for English classes; for Writing II, 69% of French Immersion students were at acceptable or higher as opposed to a 58% achievement rate for English students.

Follow-up

- The grade 5 results provide indicators to districts and schools about curricular areas which might need particular emphasis. Many schools, for example, are reviewing their delivery of mathematics, with assistance from mathematics mentors, in an effort to improve achievement.
- Schools are using the grade 5 assessment results, together with those of the Provincial Assessments at Grade 3, in the school improvement planning process.

Provincial Assessment at Grade 5 2000-2001

In reading the following chart, you can see that at Bessborough, 56 students participated in the Provincial Assessment at Grade 5. The school met expectations in mathematics, science, and reading. For Writing I, 61% of the students achieved an acceptable or better rating and the percentage was 82% for Writing II.

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
ALMA CONSOLIDATED	4	▲	●	▲	25	75
BEAVERBROOK	42	■	■	▲	36	45
BESSBOROUGH	56	▲	▲	▲	61	82
BIRCHMOUNT	55	▲	▲	▲	46	57
CLAUDE D. TAYLOR	86	▲	▲	▲	71	71
DORCHESTER CONS.	12	■	▲	▲	50	58
EDITH CAVELL	25	■	▲	▲	24	36
ELGIN ELEMENTARY	9	▲	▲	▲	78	89
EVERGREEN PARK	90	▲	Pilot	▲	68	66
FRANK L. BOWSER	64	▲	▲	▲	55	69
GUNNINGSVILLE	47	▲	▲	▲	57	59
HAVELOCK	25	■	Pilot	▲	48	52
HILLCREST	48	▲	▲	▲	40	50
HILLSBOROUGH ELEM.	44	▲	▲	▲	52	50
JMA ARMSTRONG	111	■	▲	▲	37	51
LEWISVILLE MIDDLE	97	■	▲	▲	35	49
LOU MACNARIN	45	■	▲	▲	32	63
LOWER COVERDALE	11	▲	●	▲	82	46
MAGNETIC HILL	40	▲	▲	▲	49	49
MARSHVIEW MIDDLE	92	▲	▲	▲	62	75
MOUNTAIN VIEW	21	▲	▲	▲	45	55
PETITCODIAC REG.	41	▲	▲	▲	56	55
PORT ELGIN REG.	46	■	▲	▲	52	57
QUEEN ELIZABETH	42	■	▲	▲	50	57
RIVERSIDE CONS.	9	▲	▲	▲	33	56
SHEDIAC CAPE	34	■	■	▲	12	53
SUNNY BRAE MIDDLE	72	▲	▲	▲	49	74
WEST RIVERVIEW	61	▲	▲	▲	60	58
DISTRICT 02	**1329**	▲	▲	▲	**50**	**60**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
APOHAQUI	19	■	▲	▲	53	42
BELLEISLE ELEM.	32	▲	▲	▲	34	53
FAIRVALE	74	▲	▲	▲	75	72
HAMMOND RIVER VAL	17	■	▲	●	65	88
HAMPTON ELEM.	108	■	▲	▲	65	70
KENNEBECASIS PARK	37	▲	▲	●	68	84
LAKEFIELD ELEM.	85	■	▲	▲	60	66
MACDONALD CONS.	38	▲	▲	▲	41	53
NORTON ELEM.	18	■	▲	▲	39	39
QUISPAMSIS ELEM.	79	▲	▲	▲	37	41
ROTHESAY ELEM.	103	■	Pilot	▲	54	65
SUSSEX CORNER ELEM	72	▲	▲	▲	55	65
SUSSEX ELEMENTARY	108	▲	▲	▲	43	54
DISTRICT 06	**790**	▲	▲	▲	**54**	**62**
BARNHILL MEMORIAL	31	▲	▲	▲	67	67
BAYVIEW	34	▲	Pilot	▲	62	65
BROWNS' FLAT	8	■	▲	▲	43	57
CENTENNIAL	63	■	■	▲	10	11
CHAMPLAIN HEIGHTS	49	▲	▲	▲	55	63
FOREST HILLS ELEM.	76	■	■	▲	27	40
FUNDY SHORES	18	▲	●	▲	67	72
GLEN FALLS	31	▲	▲	▲	84	84
GRANDVIEW AVENUE	22	■	▲	▲	67	57
HAVELOCK	28	▲	▲	▲	64	71
HAZEN WHITE-ST. FRA.	25	■	▲	▲	48	44
HOLY TRINITY	13	▲	▲	▲	77	62
INGLEWOOD	42	▲	▲	▲	83	79
ISLAND VIEW	70	▲	▲	▲	70	80
LAKEWOOD	24	▲	▲	●	79	92
LAKEWOOD HEIGHTS	22	▲	▲	▲	55	77
LATIMORE LAKE	14	▲	▲	▲	64	86
LOCH LOMOND	73	■	▲	▲	56	59
M. GERALD TEED MEM	34	■	▲	▲	69	63
MILLIDGEVILLE N.	87	▲	▲	▲	69	79
MORNA HEIGHTS	14	▲	▲	●	71	57

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
APOHAQUI	19	■	▲	▲	53	42
BELLEISLE ELEM.	32	▲	▲	▲	34	53
FAIRVALE	74	▲	▲	▲	75	72
HAMMOND RIVER VAL	17	■	▲	●	65	88
HAMPTON ELEM.	108	■	▲	▲	65	70
KENNEBECASIS PARK	37	▲	▲	●	68	84
LAKEFIELD ELEM.	85	■	▲	▲	60	66
MACDONALD CONS.	38	▲	▲	▲	41	53
NORTON ELEM.	18	■	▲	▲	39	39
QUISPAMSIS ELEM.	79	▲	▲	▲	37	41
ROTHESAY ELEM.	103	■	Pilot	▲	54	65
SUSSEX CORNER ELEM	72	▲	▲	▲	55	65
SUSSEX ELEMENTARY	108	▲	▲	▲	43	54
DISTRICT 06	**790**	▲	▲	▲	**54**	**62**
BARNHILL MEMORIAL	31	▲	▲	▲	67	67
BAYVIEW	34	▲	Pilot	▲	62	65
BROWNS' FLAT	8	■	▲	▲	43	57
CENTENNIAL	63	■	■	▲	10	11
CHAMPLAIN HEIGHTS	49	▲	▲	▲	55	63
FOREST HILLS ELEM.	76	■	■	▲	27	40
FUNDY SHORES	18	▲	●	▲	67	72
GLEN FALLS	31	▲	▲	▲	84	84
GRANDVIEW AVENUE	22	■	▲	▲	67	57
HAVELOCK	28	▲	▲	▲	64	71
HAZEN WHITE-ST. FRA.	25	■	▲	▲	48	44
HOLY TRINITY	13	▲	▲	▲	77	62
INGLEWOOD	42	▲	▲	▲	83	79
ISLAND VIEW	70	▲	▲	▲	70	80
LAKEWOOD	24	▲	▲	●	79	92
LAKEWOOD HEIGHTS	22	▲	▲	▲	55	77
LATIMORE LAKE	14	▲	▲	▲	64	86
LOCH LOMOND	73	■	▲	▲	56	59
M. GERALD TEED MEM	34	■	▲	▲	69	63
MILLIDGEVILLE N.	87	▲	▲	▲	69	79
MORNA HEIGHTS	14	▲	▲	●	71	57

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
PRINCE CHARLES	17	▲	▲	▲	42	53
PRINCESS ELIZABETH	29	■	■	▲	55	45
SEAWOOD	24	▲	▲	▲	63	54
ST. JOHN THE BAPTIST	26	■	▲	▲	46	58
ST. MARTINS	27	▲	▲	▲	41	63
ST. PATRICK'S	52	▲	▲	▲	50	60
ST. ROSE	30	▲	▲	▲	57	67
WESTFIELD	70	■	▲	▲	28	45
DISTRICT 08	**1053**	▲	▲	▲	**55**	**61**
BACK BAY	10	▲	▲	▲	40	20
BLACKS HARBOUR	39	▲	▲	▲	46	59
CAMPOBELLO ISLAND	8	■	■	■	38	50
DEER ISLAND CONS.	11	▲	■	▲	55	36
GRAND MANAN COM	34	▲	▲	▲	74	56
LAWRENCE STATION	7	■	▲	▲	43	43
MILLTOWN ELEM.	40	▲	▲	▲	50	55
ST. GEORGE ELEM.	48	■	■	▲	26	39
ST. STEPHEN ELEM.	96	▲	▲	●	57	60
VINCENT MASSEY EL.	41	▲	Pilot	▲	63	83
WHITE HEAD ELEM.	1	■	▲	▲	100	0
DISTRICT 10	**335**	▲	▲	▲	**52**	**56**
ANDOVER ELEM.	71	▲	▲	▲	43	38
AROOSTOOK ELEM.	4	▲	▲	●	25	50
BATH MIDDLE	30	■	■	▲	23	50
BRISTOL ELEM.	33	■	■	▲	19	31
CANTERBURY HIGH	20	▲	▲	▲	65	70
CENTRAL CARLETON	62	▲	▲	▲	52	66
CENTREVILLE MIDDLE	36	■	■	▲	47	69
DEBEC ELEM.	20	▲	▲	▲	40	60
DONALD FRASER MEM	40	▲	▲	▲	45	63
FLORENCEVILLE EL.	42	▲	▲	▲	76	76
JOHN CALDWELL	54	■	■	▲	47	55
JUNIPER ELEM.	11	▲	▲	▲	55	64
KESWICK VALLEY	27	■	■	▲	30	33

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
MILLVILLE ELEM.	5	▲	■	▲	20	0
NACKAWIC ELEM.	50	▲	▲	▲	60	78
NEW DENMARK	6	▲	Pilot	▲	20	40
SOUTHERN CARLETON	57	▲	▲	▲	60	65
ST. MARY'S ACADEMY	15	■	■	▲	14	36
WOODSTOCK CENT.	83	▲	Pilot	▲	51	67
DISTRICT 14	**666**	▲	▲	▲	**47**	**58**
BELLEDUNE	4	▲	▲	▲	50	50
CAMPBELLTON MID.	59	■	■	▲	46	49
CORONATION PARK	43	▲	Pilot	▲	47	60
JACQUET RIVER	41	▲	▲	▲	71	78
JANEVILLE ELEM.	9	▲	▲	▲	33	78
L E REINSBOROUGH	39	▲	Pilot	▲	39	44
LORNE	1	■	■	■	0	0
MISCOU HARBOUR	1	■	▲	●	100	100
PARKWOOD ELEM.	50	■	▲	▲	42	69
SOUTH BATHURST EL.	59	■	▲	▲	59	56
TIDE HEAD	10	▲	■	▲	30	80
DISTRICT 15	**316**	▲	▲	▲	**49**	**60**
BLACKVILLE	37	▲	■	▲	66	74
CROFT ELEM.	60	▲	▲	▲	79	71
GRETNA GREEN ELEM.	33	▲	▲	▲	47	66
HARCOURT	4	▲	■	■	50	25
HARKINS ELEM.	46	▲	▲	▲	37	50
MILLERTON ELEM/JR	26	▲	▲	▲	39	39
MIRAMICHI RURAL	6	▲	▲	▲	17	17
NAPAN ELEM.	14	▲	▲	▲	79	79
NELSON RURAL	31	▲	▲	▲	36	71
NORTH & SOUTH ESK	42	▲	▲	▲	48	60
REXTON ELEM.	68	▲	▲	▲	69	67
ST. ANDREWS ELEM.	96	▲	Pilot	▲	55	65
TABUSINTAC ELEM.	10	▲	▲	▲	9	46
DISTRICT 16	**473**	▲	▲	▲	**55**	**63**
ASSINIBOINE AVE.	35	■	▲	▲	40	54
CAMBRIDGE-NARROWS	17	■	▲	▲	33	50

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
PRINCE CHARLES	17	▲	▲	▲	42	53
PRINCESS ELIZABETH	29	■	■	▲	55	45
SEAWOOD	24	▲	▲	▲	63	54
ST. JOHN THE BAPTIST	26	■	▲	▲	46	58
ST. MARTINS	27	▲	▲	▲	41	63
ST. PATRICK'S	52	▲	▲	▲	50	60
ST. ROSE	30	▲	▲	▲	57	67
WESTFIELD	70	■	▲	▲	28	45
DISTRICT 08	**1053**	▲	▲	▲	**55**	**61**
BACK BAY	10	▲	▲	▲	40	20
BLACKS HARBOUR	39	▲	▲	▲	46	59
CAMPOBELLO ISLAND	8	■	■	■	38	50
DEER ISLAND CONS.	11	▲	■	▲	55	36
GRAND MANAN COM	34	▲	▲	▲	74	56
LAWRENCE STATION	7	■	▲	▲	43	43
MILLTOWN ELEM.	40	▲	▲	▲	50	55
ST. GEORGE ELEM.	48	■	■	▲	26	39
ST. STEPHEN ELEM.	96	▲	▲	●	57	60
VINCENT MASSEY EL.	41	▲	Pilot	▲	63	83
WHITE HEAD ELEM.	1	■	▲	▲	100	0
DISTRICT 10	**335**	▲	▲	▲	**52**	**56**
ANDOVER ELEM.	71	▲	▲	▲	43	38
AROOSTOOK ELEM.	4	▲	▲	●	25	50
BATH MIDDLE	30	■	■	▲	23	50
BRISTOL ELEM.	33	■	■	▲	19	31
CANTERBURY HIGH	20	▲	▲	▲	65	70
CENTRAL CARLETON	62	▲	▲	▲	52	66
CENTREVILLE MIDDLE	36	■	■	▲	47	69
DEBEC ELEM.	20	▲	▲	▲	40	60
DONALD FRASER MEM	40	▲	▲	▲	45	63
FLORENCEVILLE EL.	42	▲	▲	▲	76	76
JOHN CALDWELL	54	■	■	▲	47	55
JUNIPER ELEM.	11	▲	▲	▲	55	64
KESWICK VALLEY	27	■	■	▲	30	33

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
MILLVILLE ELEM.	5	▲	■	▲	20	0
NACKAWIC ELEM.	50	▲	▲	▲	60	78
NEW DENMARK	6	▲	Pilot	▲	20	40
SOUTHERN CARLETON	57	▲	▲	▲	60	65
ST. MARY'S ACADEMY	15	■	■	▲	14	36
WOODSTOCK CENT.	83	▲	Pilot	▲	51	67
DISTRICT 14	**666**	▲	▲	▲	**47**	**58**
BELLEDUNE	4	▲	▲	▲	50	50
CAMPBELLTON MID.	59	■	■	▲	46	49
CORONATION PARK	43	▲	Pilot	▲	47	60
JACQUET RIVER	41	▲	▲	▲	71	78
JANEVILLE ELEM.	9	▲	▲	▲	33	78
L E REINSBOROUGH	39	▲	Pilot	▲	39	44
LORNE	1	■	■	■	0	0
MISCOU HARBOUR	1	■	▲	●	100	100
PARKWOOD ELEM.	50	■	▲	▲	42	69
SOUTH BATHURST EL.	59	■	▲	▲	59	56
TIDE HEAD	10	▲	■	▲	30	80
DISTRICT 15	**316**	▲	▲	▲	**49**	**60**
BLACKVILLE	37	▲	■	▲	66	74
CROFT ELEM.	60	▲	▲	▲	79	71
GRETNA GREEN ELEM.	33	▲	▲	▲	47	66
HARCOURT	4	▲	■	■	50	25
HARKINS ELEM.	46	▲	▲	▲	37	50
MILLERTON ELEM/JR	26	▲	▲	▲	39	39
MIRAMICHI RURAL	6	▲	▲	▲	17	17
NAPAN ELEM.	14	▲	▲	▲	79	79
NELSON RURAL	31	▲	▲	▲	36	71
NORTH & SOUTH ESK	42	▲	▲	▲	48	60
REXTON ELEM.	68	▲	▲	▲	69	67
ST. ANDREWS ELEM.	96	▲	Pilot	▲	55	65
TABUSINTAC ELEM.	10	▲	▲	▲	9	46
DISTRICT 16	**473**	▲	▲	▲	**55**	**63**
ASSINIBOINE AVE.	35	■	▲	▲	40	54
CAMBRIDGE-NARROWS	17	■	▲	▲	33	50

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
CHIPMAN ELEM.	36	■	■	▲	57	62
COLES ISLAND	11	■	▲	▲	18	46
GAGETOWN	18	▲	▲	▲	35	59
GEARY ELEM.	26	▲	▲	▲	63	74
GESNER ST. ELEM.	76	▲	▲	▲	40	67
HUBBARD AVE. ELEM.	33	▲	▲	▲	47	71
LOWER LINCOLN	39	▲	▲	▲	29	37
MINTO ELEM/MIDDLE	67	▲	▲	▲	28	57
SUMMERHILL STREET	66	▲	Pilot	▲	38	49
SUNBURY WEST	40	▲	▲	▲	46	57
DISTRICT 17	**464**	▲	▲	▲	**40**	**57**
ALEXANDER GIBSON	68	▲	▲	▲	67	67
BARKERS POINT	40	▲	▲	▲	67	67
CONNAUGHT STREET	31	▲	▲	●	74	81
DOAKTOWN CONS.	24	■	■	▲	46	63
DOUGLAS	15	■	■	▲	40	47
GARDEN CREEK	49	▲	▲	▲	43	67
HARVEY ELEM.	44	▲	▲	▲	57	64
KESWICK RIDGE	17	▲	Pilot	●	59	71
KINGSCLEAR CONS.	18	●	●	●	68	100
LIVERPOOL STREET	59	▲	▲	▲	67	76
MCADAM AVENUE	26	▲	■	▲	30	63
MCADAM ELEM.	21	●	▲	▲	33	43
MONTGOMERY ST.	41	▲	▲	●	71	85
NASHWAAKSIS MEM.	46	■	▲	▲	25	52
NEW MARYLAND	101	▲	▲	▲	54	58
PARK STREET	67	▲	▲	●	67	77
PRIESTMAN STREET	83	▲	▲	▲	68	70
ROYAL ROAD	54	▲	▲	▲	48	59
SOUTH DEVON	42	■	▲	▲	39	38
STANLEY ELEM.	34	▲	▲	▲	77	77
TAYMOUTH	19	▲	▲	▲	61	56
UPPER MIRAMICHI	34	▲	▲	▲	27	35
DISTRICT 18	**933**	▲	▲	▲	**56**	**65**
PROVINCE	**6413**	▲	▲	▲	**51**	**60**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

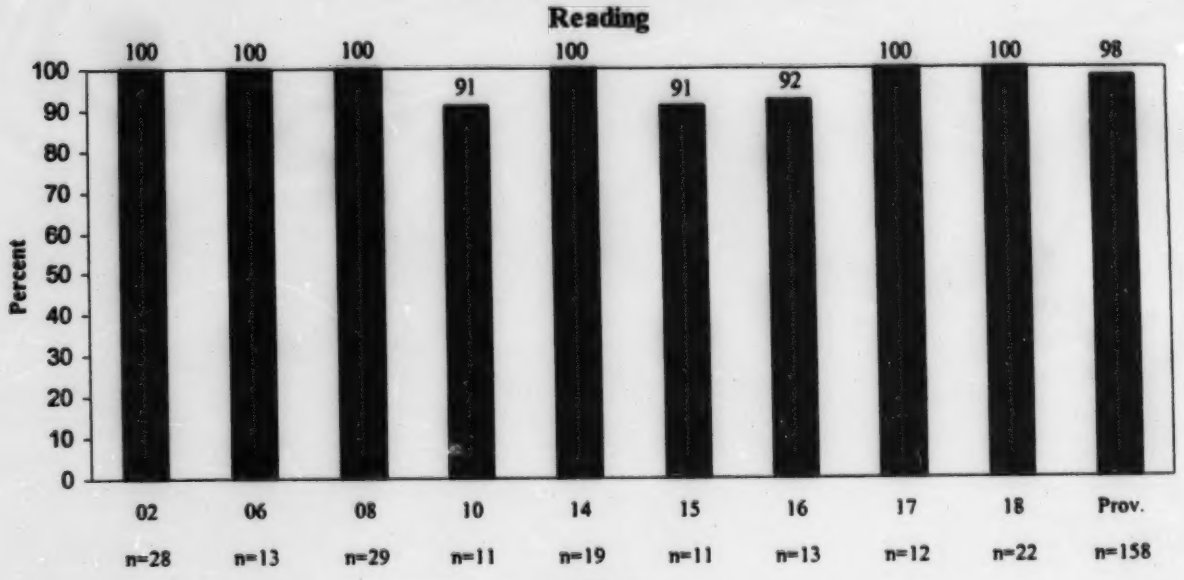
Provincial Assessment at Grade 5 2000-2001

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
CHIPMAN ELEM.	36	■	■	▲	57	62
COLES ISLAND	11	■	▲	▲	18	46
GAGETOWN	18	▲	▲	▲	35	59
GEARY ELEM.	26	▲	▲	▲	63	74
GESNER ST. ELEM.	76	▲	▲	▲	40	67
HUBBARD AVE. ELEM.	33	▲	▲	▲	47	71
LOWER LINCOLN	39	▲	▲	▲	29	37
MINTO ELEM/MIDDLE	67	▲	▲	▲	28	57
SUMMERHILL STREET	66	▲	Pilot	▲	38	49
SUNBURY WEST	40	▲	▲	▲	46	57
DISTRICT 17	**464**	▲	▲	▲	**40**	**57**
ALEXANDER GIBSON	68	▲	▲	▲	67	67
BARKERS POINT	40	▲	▲	▲	67	67
CONNAUGHT STREET	31	▲	▲	●	74	81
DOAKTOWN CONS.	24	■	■	▲	46	63
DOUGLAS	15	■	■	▲	40	47
GARDEN CREEK	49	▲	▲	▲	43	67
HARVEY ELEM.	44	▲	▲	▲	57	64
KESWICK RIDGE	17	▲	Pilot	●	59	71
KINGSCLEAR CONS.	18	●	●	●	68	100
LIVERPOOL STREET	59	▲	▲	▲	67	76
MCADAM AVENUE	26	▲	■	▲	30	63
MCADAM ELEM.	21	●	▲	▲	33	43
MONTGOMERY ST.	41	▲	▲	●	71	85
NASHWAAKSIS MEM.	46	■	▲	▲	25	52
NEW MARYLAND	101	▲	▲	▲	54	58
PARK STREET	67	▲	▲	●	67	77
PRIESTMAN STREET	83	▲	▲	▲	68	70
ROYAL ROAD	54	▲	▲	▲	48	59
SOUTH DEVON	42	■	▲	▲	39	38
STANLEY ELEM.	34	▲	▲	▲	77	77
TAYMOUTH	19	▲	▲	▲	61	56
UPPER MIRAMICHI	34	▲	▲	▲	27	35
DISTRICT 18	**933**	▲	▲	▲	**56**	**65**
PROVINCE	**6413**	▲	▲	▲	**51**	**60**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Five 2000-2001

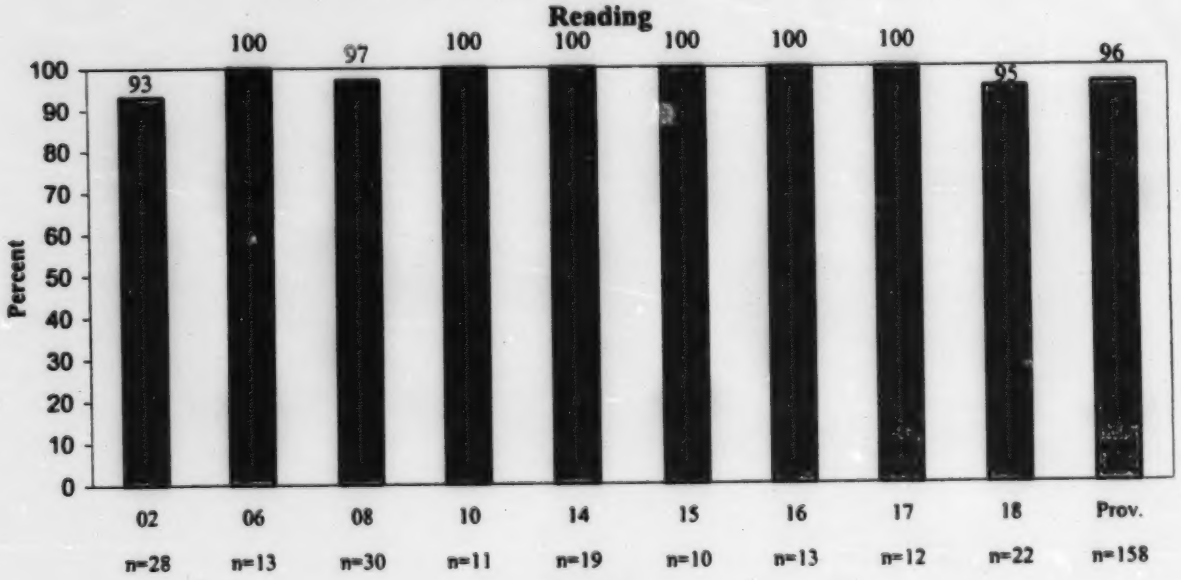
Percent of Schools Meeting or Exceeding Expectations



n = number of schools assessed in district

Provincial Assessment at Grade Five 1999-2000

Percent of Schools Meeting or Exceeding Expectations

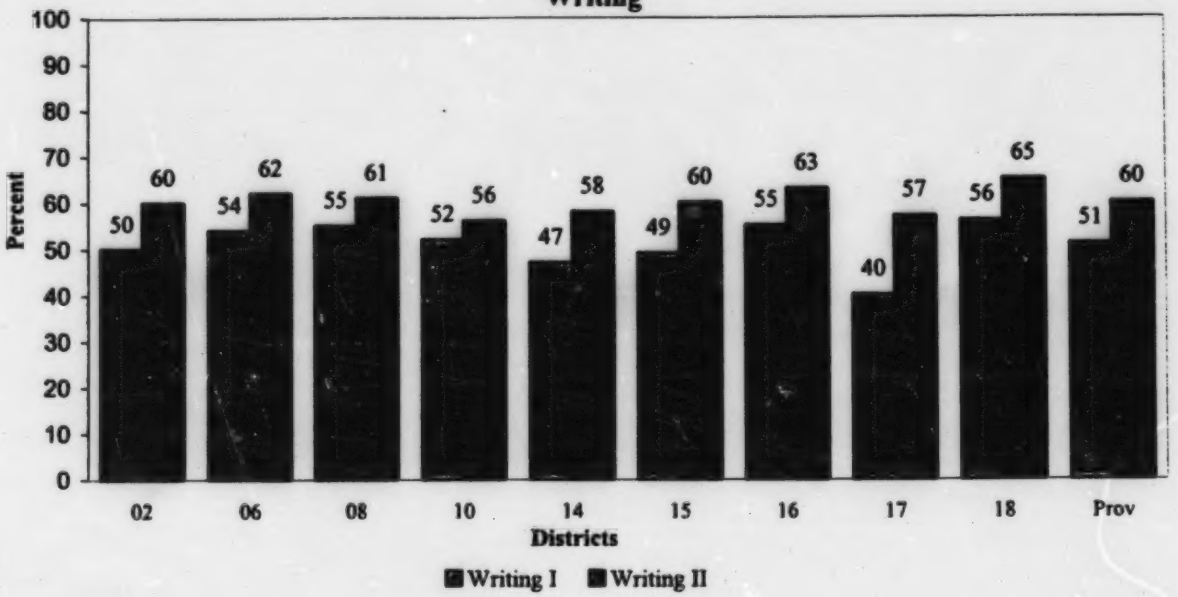


n = number of schools assessed in district

Provincial Assessment at Grade Five 2000-2001

Percent of Students at Acceptable or Higher

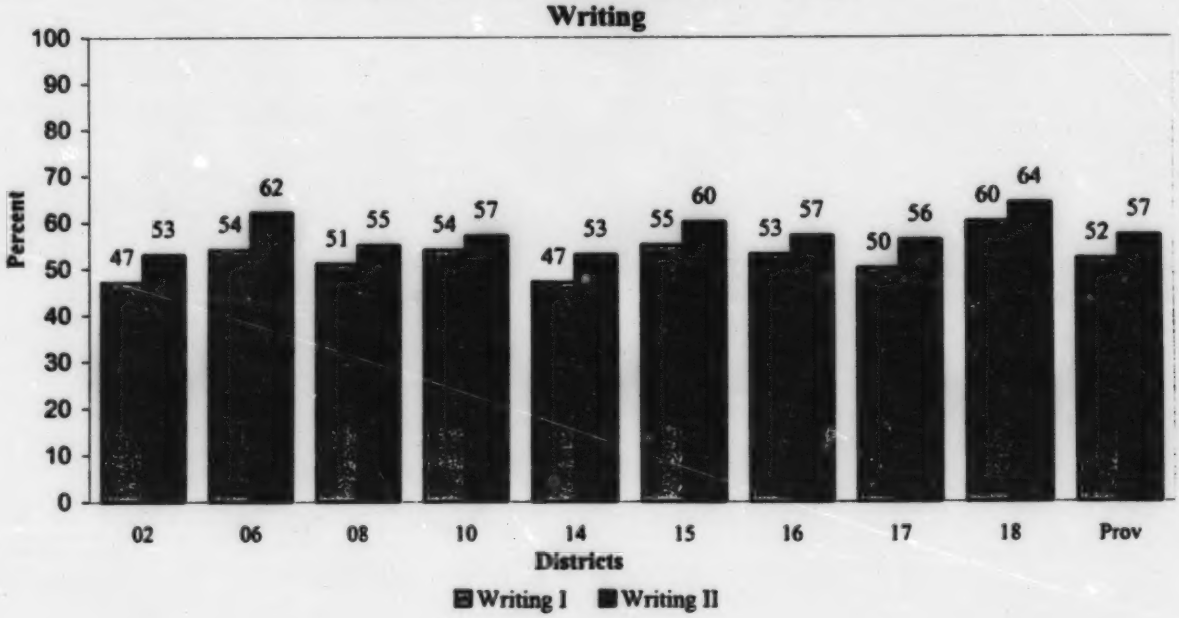
Writing



Provincial Assessment at Grade Five 1999-2000

Percent of Students at Acceptable or Higher

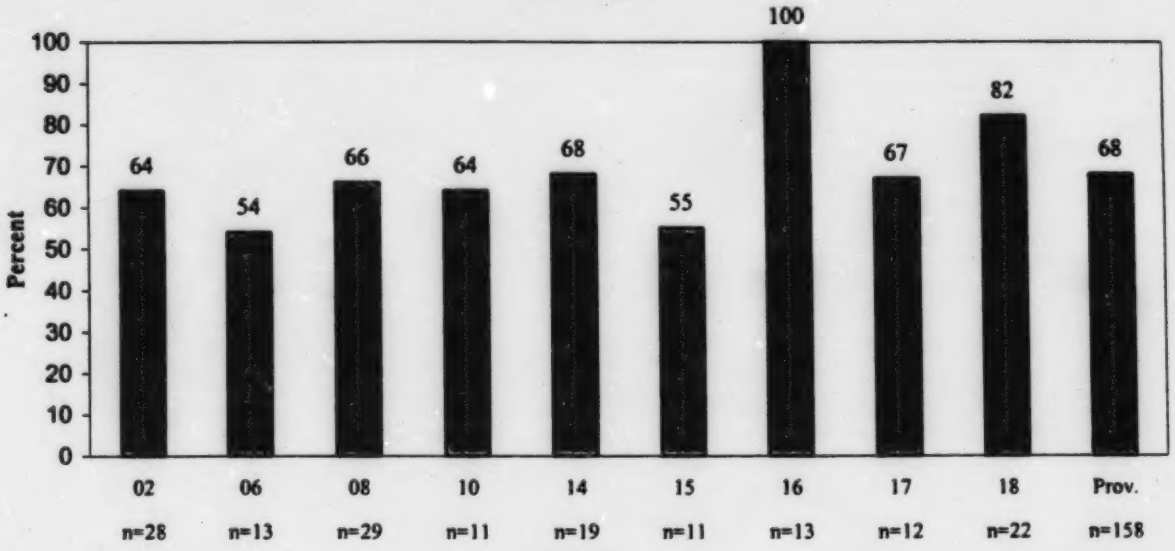
Writing



Provincial Assessment at Grade Five 2000-2001

Percent of Schools Meeting or Exceeding Expectations

Mathematics

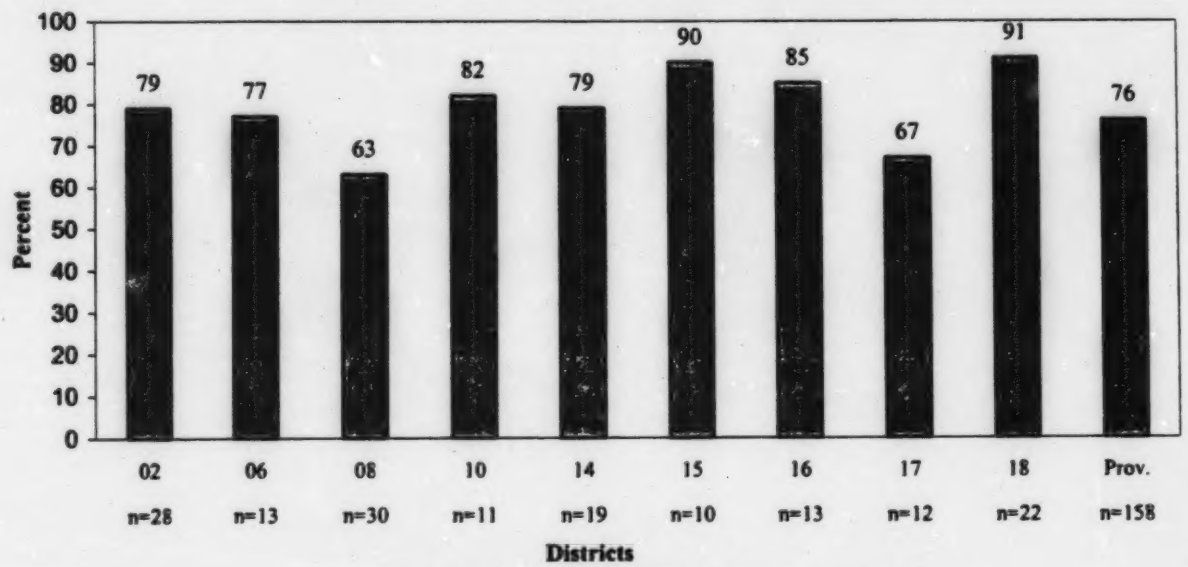


n = number of schools assessed in district

Provincial Assessment at Grade Five 1999-2000

Percent of Schools Meeting or Exceeding Expectations

Mathematics



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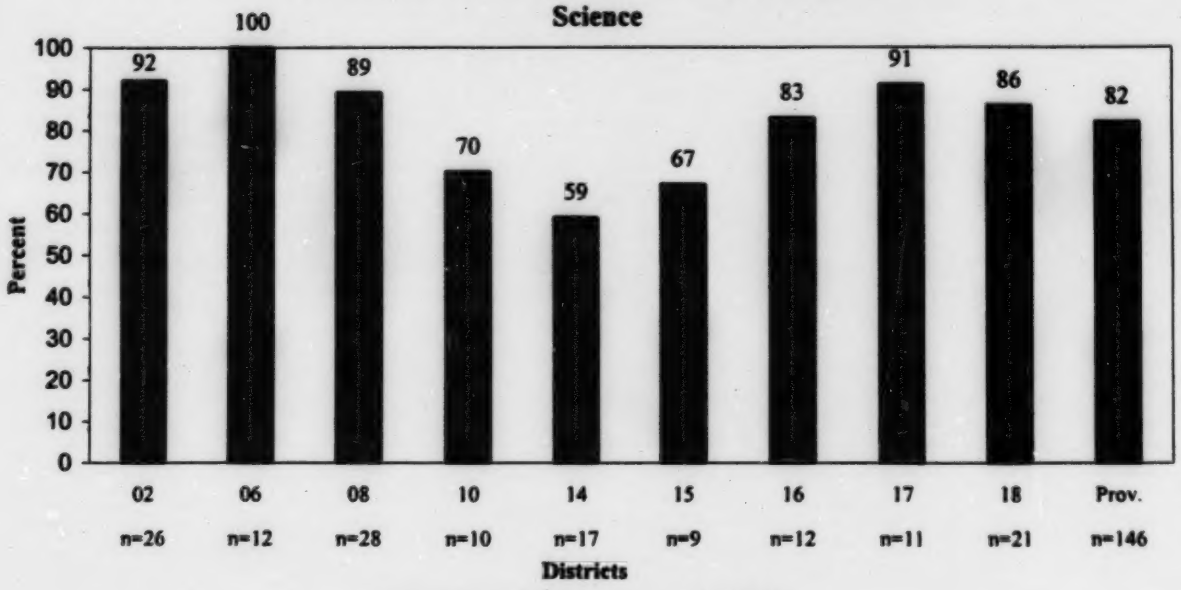
Provincial Assessment at Grade Five 2000-2001

Percent of Schools Meeting or Exceeding Expectations

Science

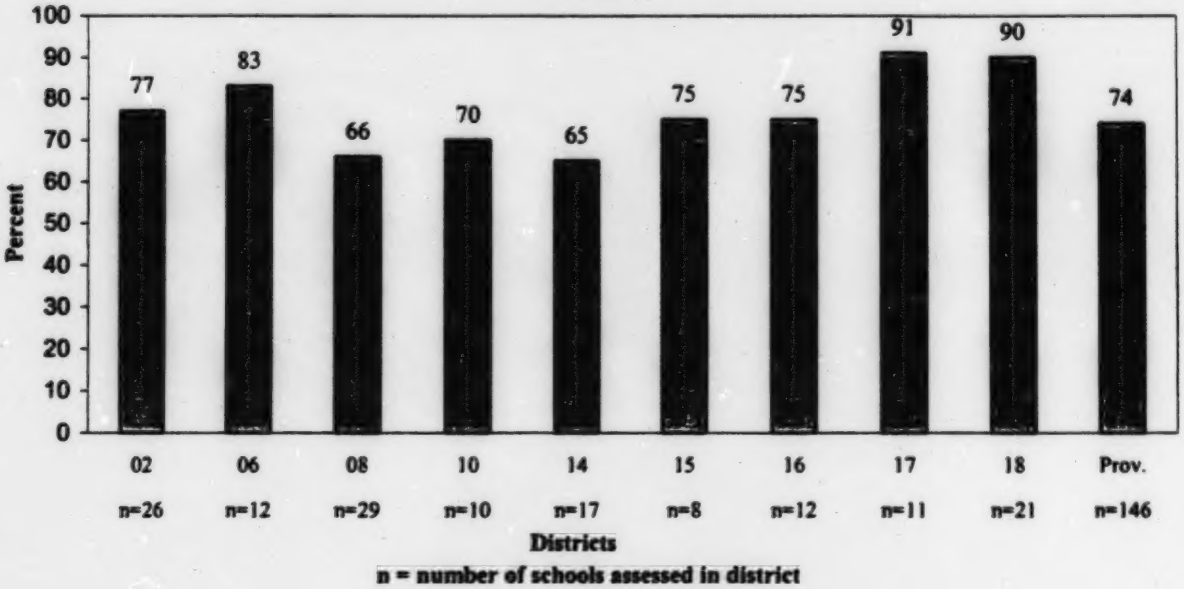


n = number of schools assessed in district

Provincial Assessment at Grade Five 1999-2000

Percent of Schools Meeting or Exceeding Expectations

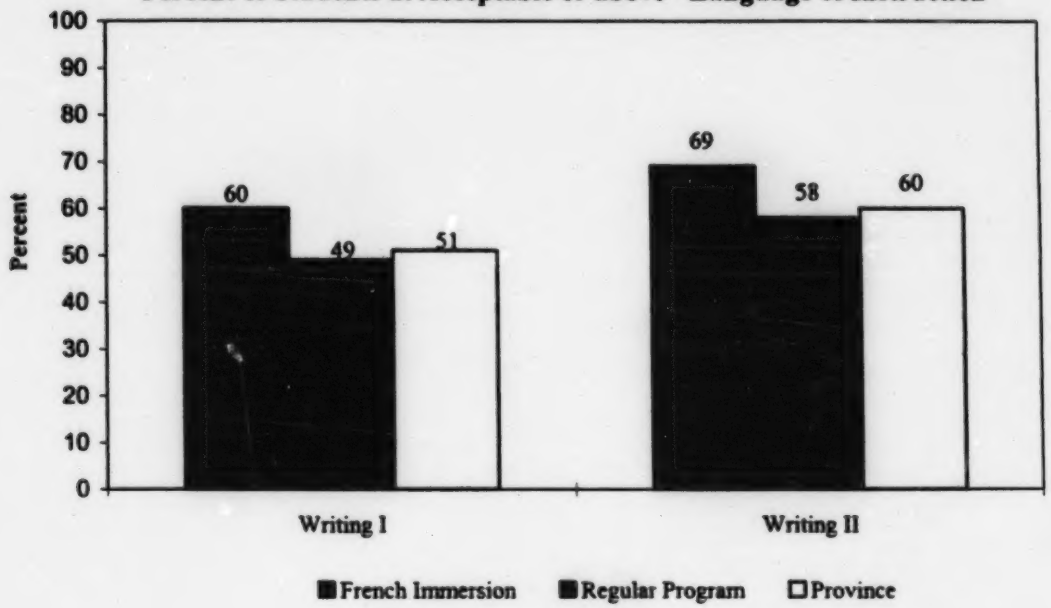
Science



n = number of schools assessed in district

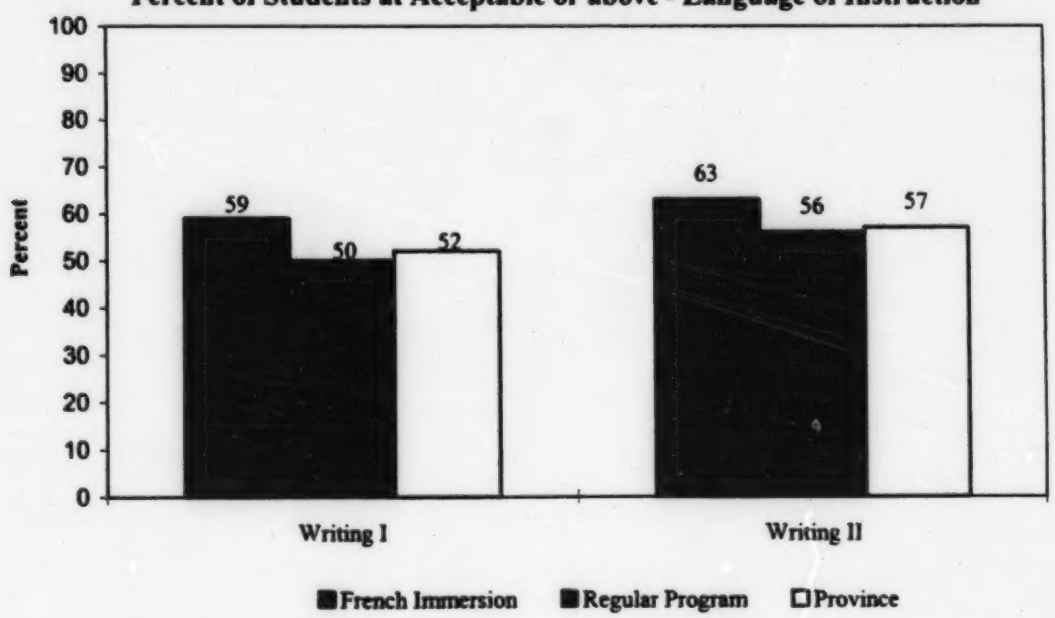
Provincial Assessment at Grade Five 2000-2001

Percent of Students at Acceptable or above - Language of Instruction

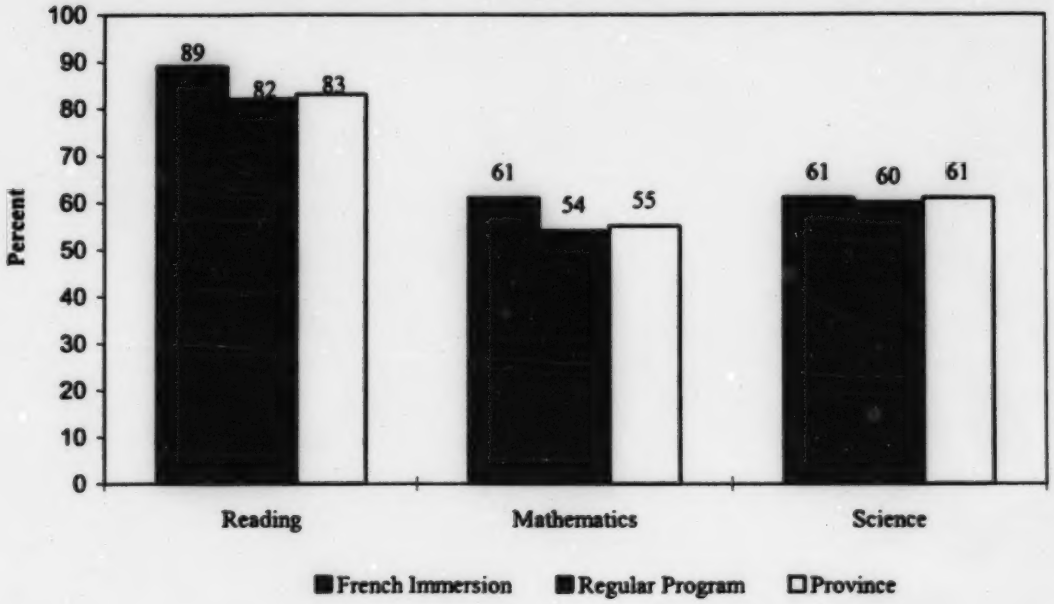


Provincial Assessment at Grade Five 1999-2000

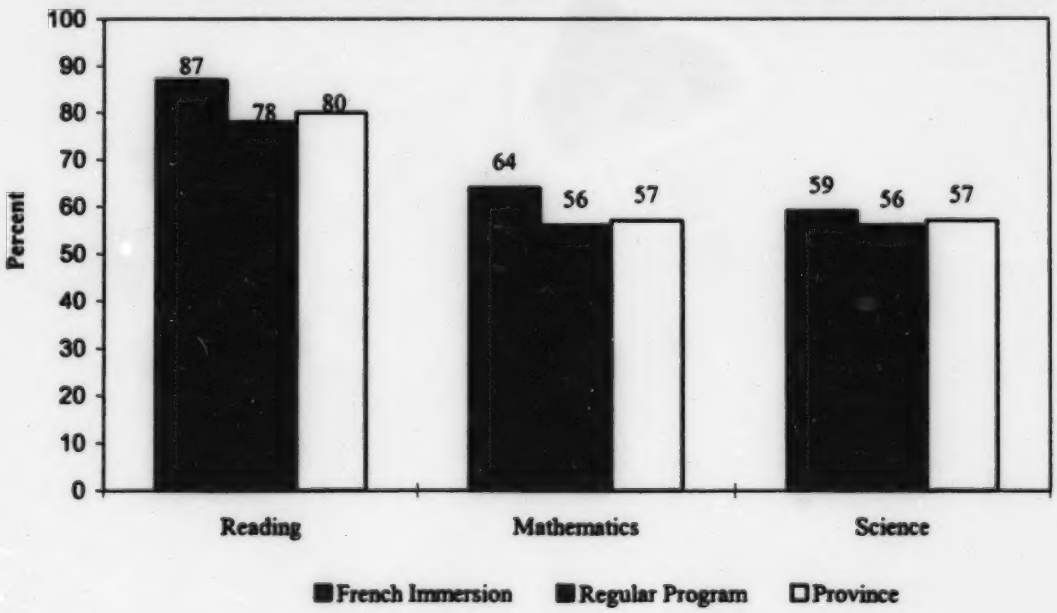
Percent of Students at Acceptable or above - Language of Instruction



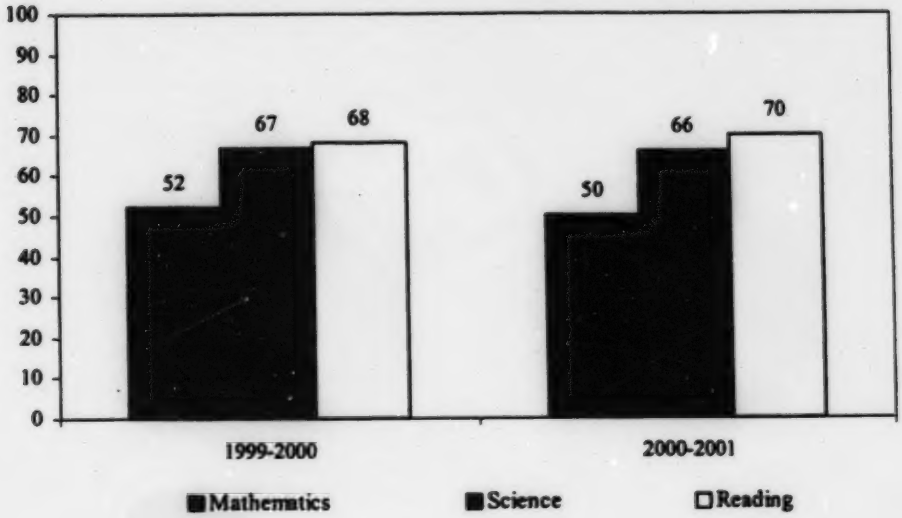
Provincial Assessment at Grade Five 2000-2001
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



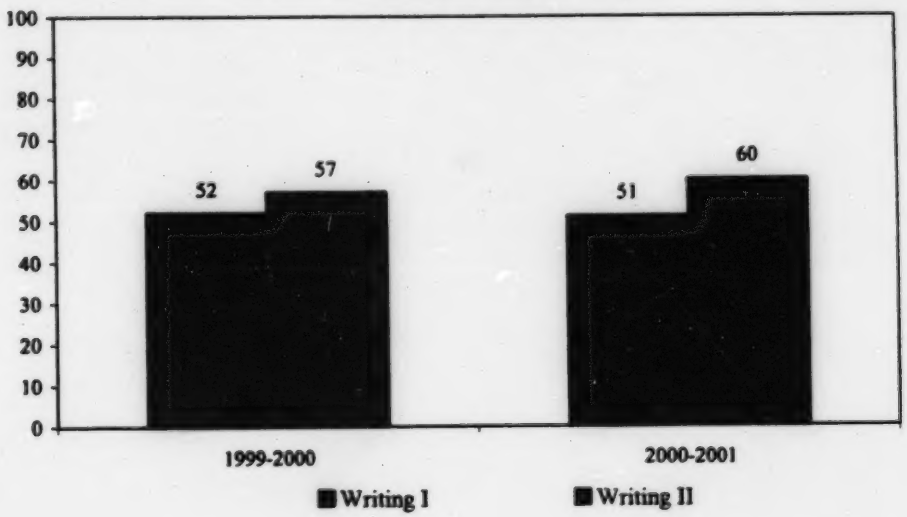
Provincial Assessment at Grade Five 1999-2000
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Grade 5 Assessment - Provincial Averages



Grade 5 Assessment - Percent of Students at Acceptable or above



FRENCH SECOND LANGUAGE ASSESSMENT AT GRADE 6

Anglophone School Districts

French Second Language Assessment at Grade 6

Background

A reading and writing assessment for early (grade 1 entry) French Immersion students was administered for the fourth time in April, 2001 to grade 6 students. This annual program assessment is designed to monitor student achievement in French as a second language.

The reading assessment consisted of a variety of texts, each with a series of multiple choice questions designed to reveal reading comprehension. The passages included a range of age-appropriate materials which students might encounter in the classroom as well as during extra-curricular pursuits. Writing was assessed by one required task which was marked by two trained scorers.

Findings

- One thousand and forty-six students participated in this assessment. Of these, 580 were female, 466 male.
- Sixty-six percent of the students achieved a level of acceptable or better in reading compared to 65% in 1999-2000. Sixty-seven percent reached at least acceptable in writing while results were 59% previously.
- Females outperformed males, with 71% of the females at acceptable or better in reading compared to 61% of the males; in writing, the figures were 77% for females and 55% for males.

Follow-up

- Results of the assessment were reported to the school and district levels.
- Results from this annual FSL assessment provide schools and districts an indicator of achievement with respect to French Immersion programs.

French Second Language Assessment at Grade 6 - 2000-2001

In reading the following chart, you can see that 20 students at Beaverbrook School participated in the French Second Language Assessment at Grade 6 in April of 2001. Forty percent of these students performed at acceptable or better levels on the reading component, and 60% performed at those levels on the writing portion.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
BEAVERBROOK	20	40	60
BESSBOROUGH	36	72	75
EDITH CAVELL	12	58	50
EVERGREEN PARK	41	83	61
JMA ARMSTRONG	27	89	70
LEWISVILLE MIDDLE	38	53	66
LOU MACNARIN	24	71	46
MAGNETIC HILL	25	40	56
MARSHVIEW MIDDLE	38	61	79
QUEEN ELIZABETH	19	100	74
RIVERVIEW MIDDLE	110	61	68
SHEDIAC CAPE	16	56	56
SUNNY BRAE MIDDLE	36	56	71
DISTRICT 02	**442**	**64**	**66**
HAMPTON MIDDLE	24	79	63
HARRY MILLER MIDDLE	22	73	82
QUISPAMSIS MIDDLE	25	64	80
SUSSEX MIDDLE	53	72	77
DISTRICT 06	**124**	**72**	**76**
MILLIDGEVILLE NORTH	62	68	69
DISTRICT 08	**62**	**68**	**69**
DISTRICT 10*			
JOHN CALDWELL	27	74	89
PERTH-ANDOVER MIDDLE	14	29	36
DISTRICT 14	**41**	**59**	**71**

*No eligible students.

French Second Language Assessment at Grade 6 - 2000-2001

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*No eligible students.

French Second Language Assessment at Grade 6 - 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
CAMPBELLTON MIDDLE	27	63	78
DALHOUSIE MIDDLE	20	65	70
SUPERIOR MIDDLE	65	65	57
DISTRICT 15	**112**	**64**	**64**
DR. LOSIER MIDDLE	21	43	52
HARKINS MIDDLE	37	73	57
DISTRICT 16	**58**	**62**	**55**
HAROLD PETERSON MIDDLE	29	76	69
MINTO ELEM/MIDDLE	13	100	85
DISTRICT 17	**42**	**83**	**74**
GEORGE STREET MIDDLE	102	76	75
NASHWAAKSIS MIDDLE	63	54	51
DISTRICT 18	**165**	**67**	**66**
PROVINCE	**1046**	**66**	**67**

French Second Language Assessment at Grade 6 - 2000-2001

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
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DALHOUSIE MIDDLE	20	65	70
SUPERIOR MIDDLE	65	65	57
DISTRICT 15	**112**	**64**	**64**
DR. LOSIER MIDDLE	21	43	52
HARKINS MIDDLE	37	73	57
DISTRICT 16	**58**	**62**	**55**
HAROLD PETERSON MIDDLE	29	76	69
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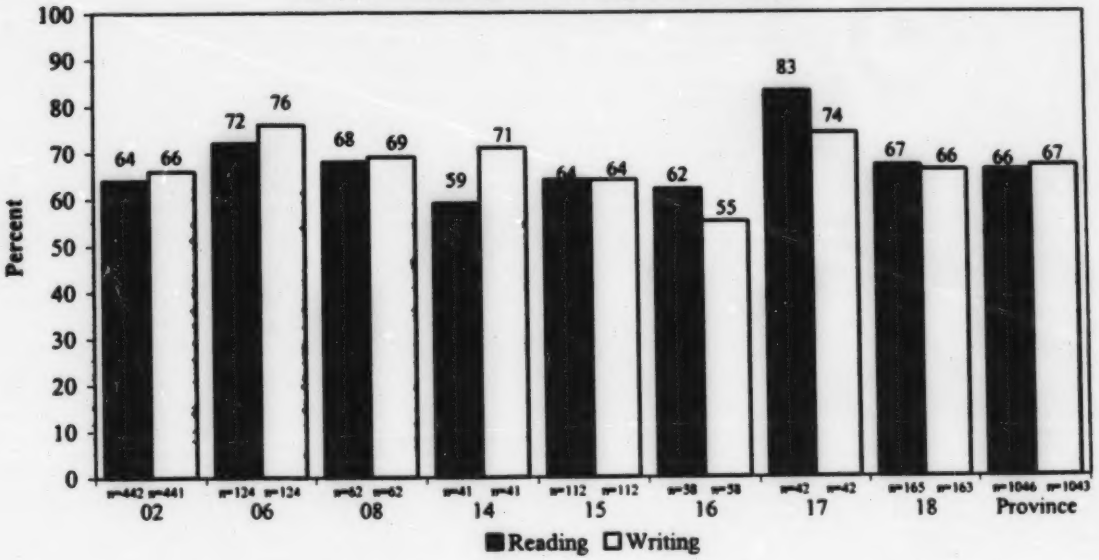
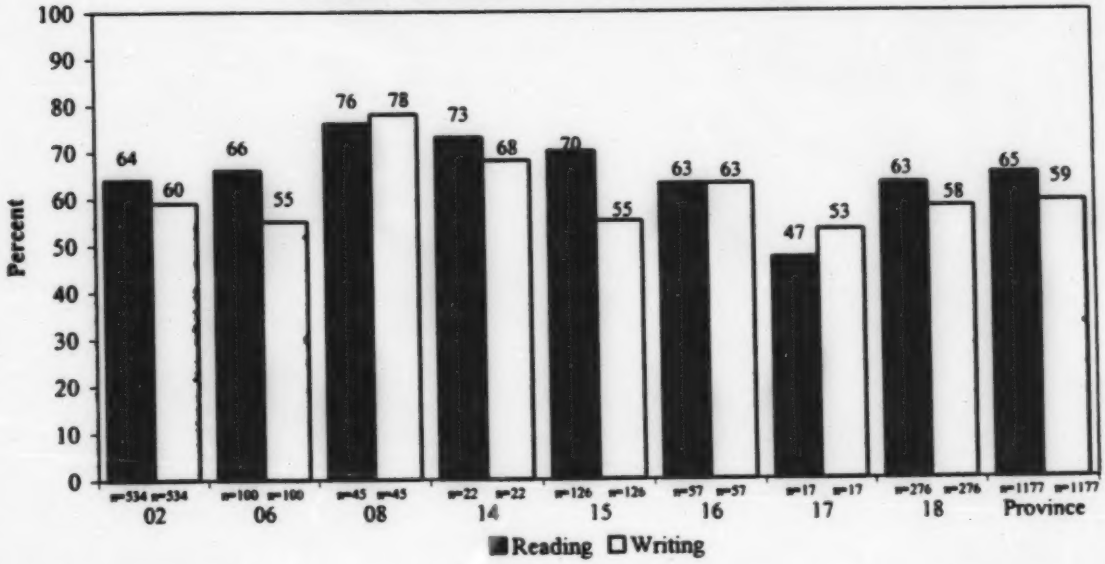
PROVINCE	**1046**	**66**	**67**

Provincial Assessment at Grade Six 2000-2001
French Second Language
Percent of Students at Acceptable or Higher



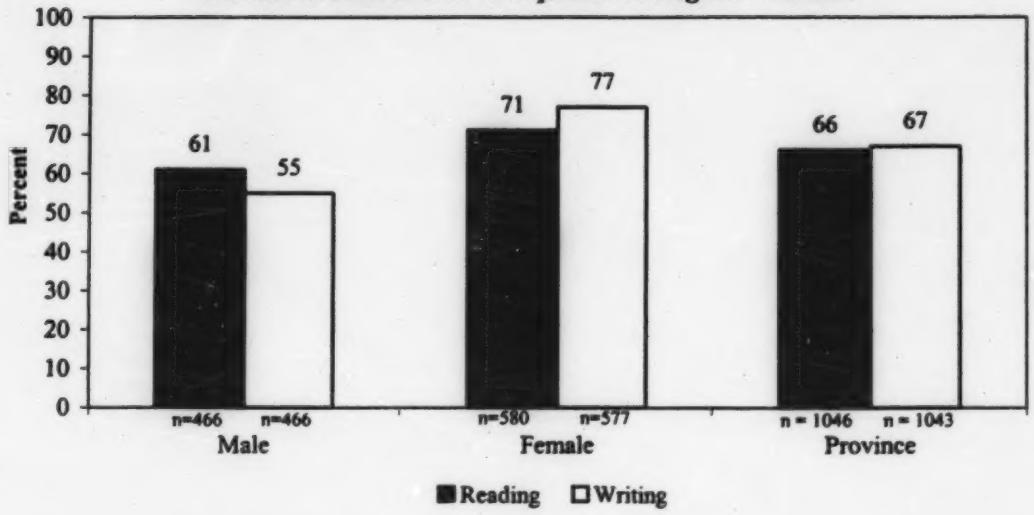
Provincial Assessment at Grade Six 1999-2000
French Second Language
Percent of Students at Acceptable or Higher



Provincial Assessment at Grade Six 2000-2001

French Second Language

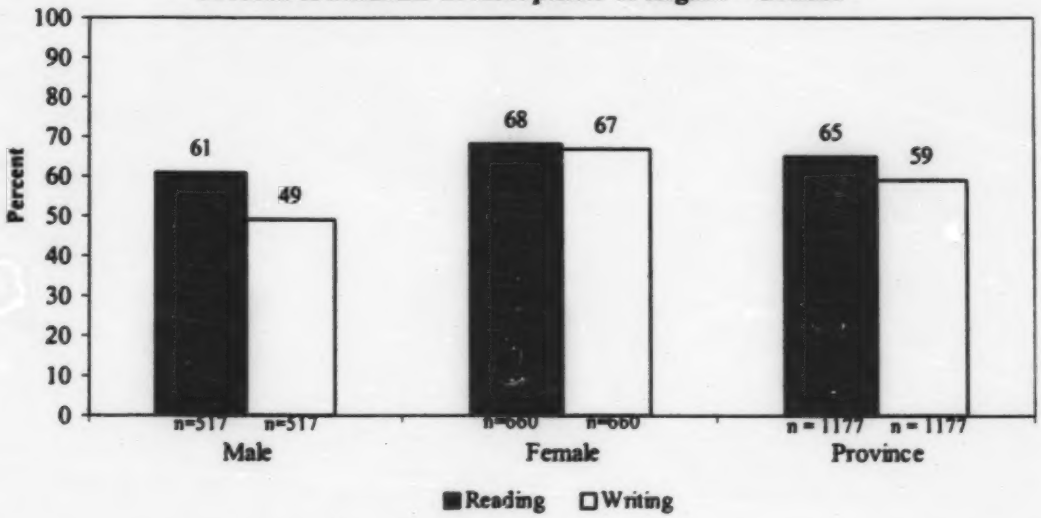
Percent of Students at Acceptable or Higher - Gender



Provincial Assessment at Grade Six 1999-2000

French Second Language

Percent of Students at Acceptable or Higher - Gender



Appendix A

TECHNICAL ISSUES

Technical Issue: Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: reliability and validity. Reliability is determined entirely through statistical analysis and validity is a function of both human judgement and statistical analysis. These two technical properties reflect an exam's "quality" and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? To ensure validity, test writers initially follow carefully designed development guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential exam questions are carefully screened by classroom teachers and other educators for balance and fairness. Field-testing provides evidence of question difficulty and discrimination and in combination with the other steps ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. While there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The reliability coefficients on the next page strongly suggest that provincial tests accurately measure expected learning outcomes.

Reliability Coefficients for 2000-2001

Provincial Examinations - January 2001

Mathematics 111/112:	0.9072	English 111/112:	0.8239
Mathematics 113:	0.8660	English 113:	0.7885

- June 2001

Mathematics 111/112:	0.9260	English 111/112:	0.8441
Mathematics 113:	0.9024	English 113:	0.8316

Middle Level English Language Proficiency Assessment - Fall 2000

Reading Component: 0.8652 (multiple choice only)*

Middle Level Mathematics Assessment - June 2001

0.9278

French Second Language Provincial Assessment at Grade 6 - May 2001

Reading: 0.8835

Provincial Assessment at Grade 5 - May 2001

Reading:	0.8825
Mathematics:	0.9515
Science:	0.8602

Provincial Assessment at Grade 3 - May 2001

Reading-English:	0.9202
Reading-Immersion:	0.8919
Mathematics:	0.9502
Science:	0.8603

* In the writing components, each question is marked by raters who must agree exactly on the level to be assigned to the piece. Thus the inter-rater reliability equals 1.00.

Technical Issue: Elementary Expectations Setting

1. **Q. What is the reason for reporting elementary school achievement in terms of expectations?**

   A. It is customary to believe that a test mark of 50 percent indicates, albeit just barely, satisfactory performance. Fifty percent is arbitrary and any value can easily be substituted to show a passing score. In reality, 70 percent on an "easy" test may reflect the same degree of achievement that 40 percent shows on a "hard" test. On the other hand, test averages can also misrepresent true mastery. For example, an average score of 48 correct answers out of a possible 125 does not suggest high achievement and the often used statement "we're average" is misleading. For the grade 3 and grade 5 assessments, we felt it would be more meaningful to report student achievement based on the collective judgement of teachers and parents rather than on an arbitrary value such as 50 percent or in relation to an average.

2. **Q. How is expectation setting done?**

   A. Groups of elementary teachers and parents from across the province reviewed assessment questions and collectively decided what percentage of students defined as "borderline" or "competent" should be able to answer them correctly.

3. **Q. What factors do teachers and parents use to determine if children will correctly answer any given question?**

   A. The most important factor is the difficulty level of the questions. Question difficulty is related to the inherent difficulty of the outcome it is attempting to measure and its cognitive level (recall, application, analysis, etc). To a lesser degree, a question's verbal loading (wordiness), position on the page, student opportunity to master the skill(s) being assessed and instructional methodologies are also taken into consideration.

4. **Q. How are *exceeded*, *met*, and *below expectation* levels determined?**

   A. The sum of the expected percent correct for "borderline" students becomes the lower limit (cut-point) for all the scores within the *meets expectations* range. The upper limit of that range is the sum of the expected percent for the competent students. Classes, schools and districts with averages below the expected minimums are designated as being *below expectations*. Classes, schools and districts with averages above the expected minimums are designated as having *exceeded expectations*. Classes, schools, and districts with averages within the expected minimums are designated as having *met expectations*.

5. **Q. Do the expectations levels set by teachers/parents change from year to year?**

   A. Yes. Teacher/parent expectations for the same questions may vary from group to group and from year to year. This group to group and year to year variation can be modified through simple averaging. The expectation levels set by 150 teachers/parents in 2000 were averaged with those set by the 150 teachers/parents this year. Thus, the expectation levels arrived at for this year are based on the judgements of 300 individuals over a two-year period. We will continue with this averaging process over the next several years to capture the judgments of hundreds of different teachers and parents in order to stabilize the effects of yearly fluctuations. Thus over the next few years expectation levels might stabilize to the point where they can be viewed as "standards" that have emerged as a result of classroom teacher input. This, we believe, is a far more authentic way to express student achievement at the elementary level rather than reporting it in terms of percent correct or percent passed.

6. **Q. Is it possible that a school which met expectations last year and performed equally well this year find that it is now below expectations? Why?**

   A. Yes. As pointed out in the answer to the above question, expectation levels vary from year to year simply because the process requires human judgement. If a cut-point increases by several points, a last year's borderline *met expectations* school with the same score would drop into the *below expectations* category. On the other hand, a decrease in cut-score would result in moving up into the next expectation category.

7. **Q. How can the grade 3 and grade 5 assessments best be used to monitor school achievement?**

   A. Look for trends in the strand scores which are in terms of simple percent correct. We make every effort possible to ensure that the difficulty levels of the grade 3 and 5 assessments remain parallel from year to year and that increases or decreases in scores reflect real change in achievement and not simply differences in test difficulty. In addition, the inclusion of the M-bands for reporting within the *meets expectations* category makes tracking achievement from year to year easier.

8. **Q. How should schools treat the results of the elementary assessments?**

   A. Simply as a single indicator of school effectiveness, albeit one that is common across the province. Changes of two to five percentage points in strand results either up or down from year to year most likely reflect random fluctuations as opposed to "real" differences in achievement. District results and provincial results can be used as "anchor" points in helping to evaluate school results, even if they appear to have slipped downward. For example, if an individual school drops 5 or so percent on a given strand while the district fell 8 percent, some consolation can be found in the fact that the school "held its own" in comparison to the district. Although it is preferable to view assessment results in absolute terms for the sake of planning, comparisons with district and provincial results can be used to show that while school results have slipped, the assessment data indicates an overall provincial weakness as well.

Appendix B

ACHIEVEMENT TRENDS

Achievement Trends

The graphs on the following pages document some trends in achievement on the Middle Level English Language Proficiency Assessment and the grade 11 Provincial Examinations over the past five years.

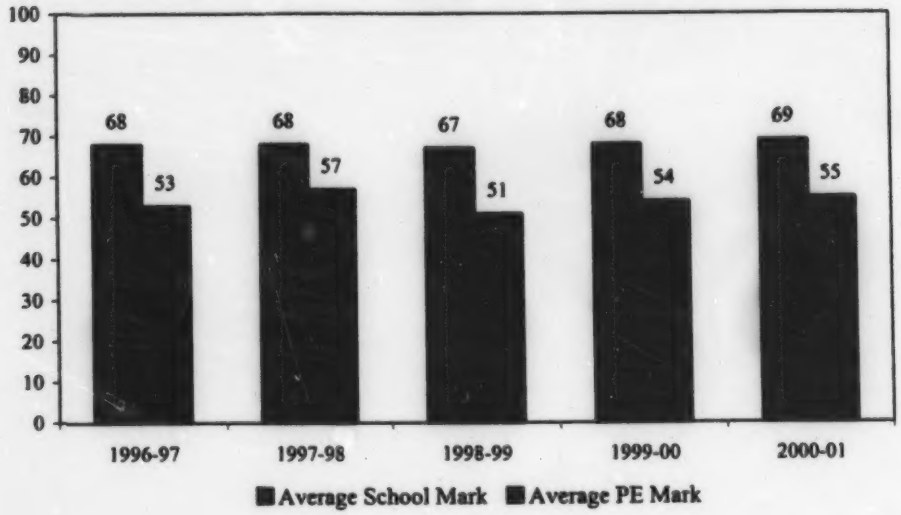
The Middle Level English Language Proficiency Assessment results have risen steadily during this period, which may reflect a continuing emphasis on literacy across the province, along with the fact that possession of a literacy credential became a requirement for receiving a New Brunswick high school diploma in June, 2001.

The grade 11 results show the differences existing between school marks, which account for 70% of the students' final blended scores, and marks on the Provincial Examinations, which are weighted at 30%. Generally, marks have tended to remain constant with relatively little change in achievement at either the school or PE level. For the most part, the greatest gaps have been in the Mathematics 111/112 results; in 2000-2001, it widened for English 111/112.

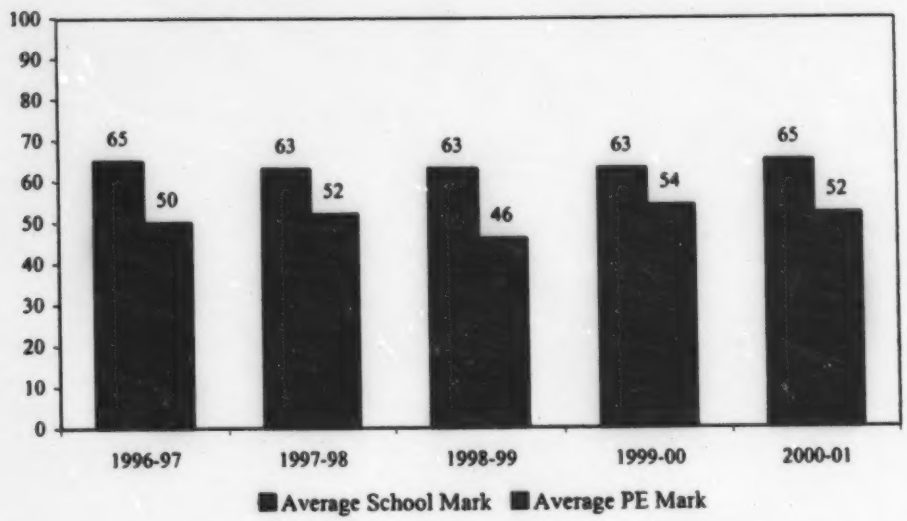
In the future, as five years of data become available for other provincial assessments, these will be presented as well.

Provincial Examinations

Provincial Examinations in Mathematics 111/112

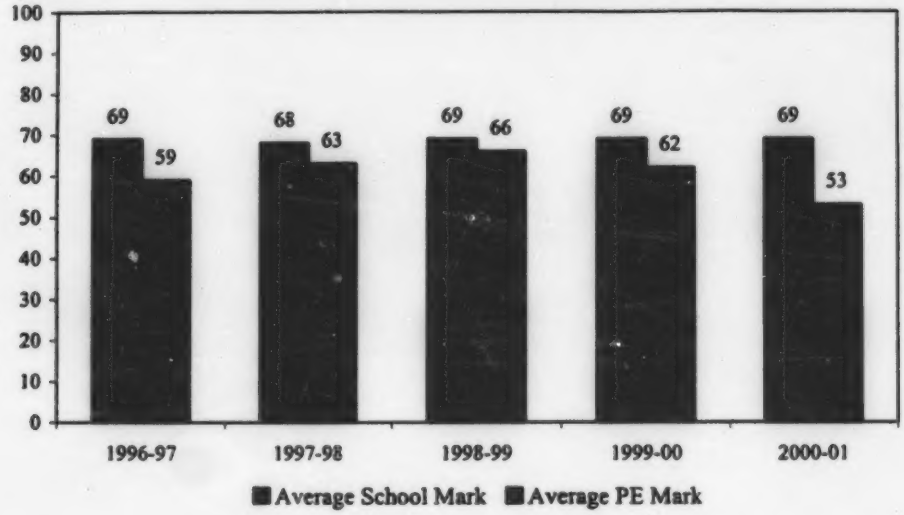


Provincial Examinations in Mathematics 113

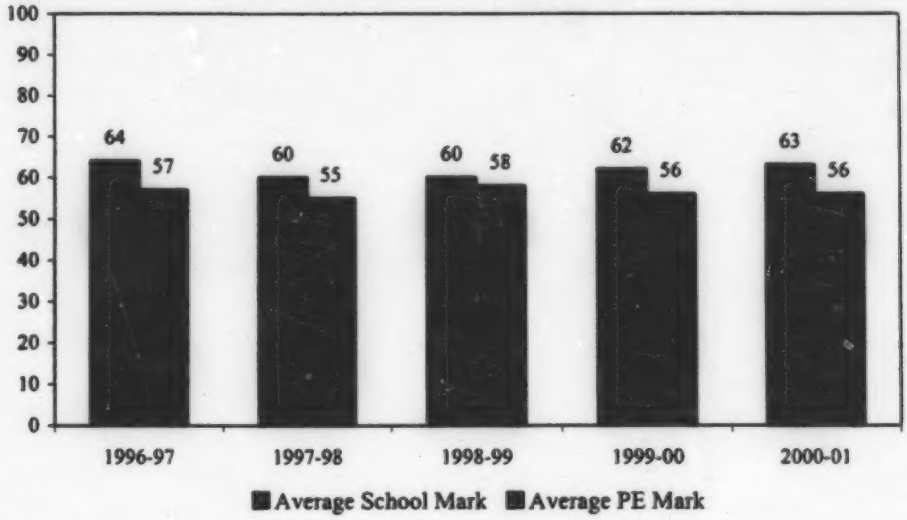


Provincial Examinations

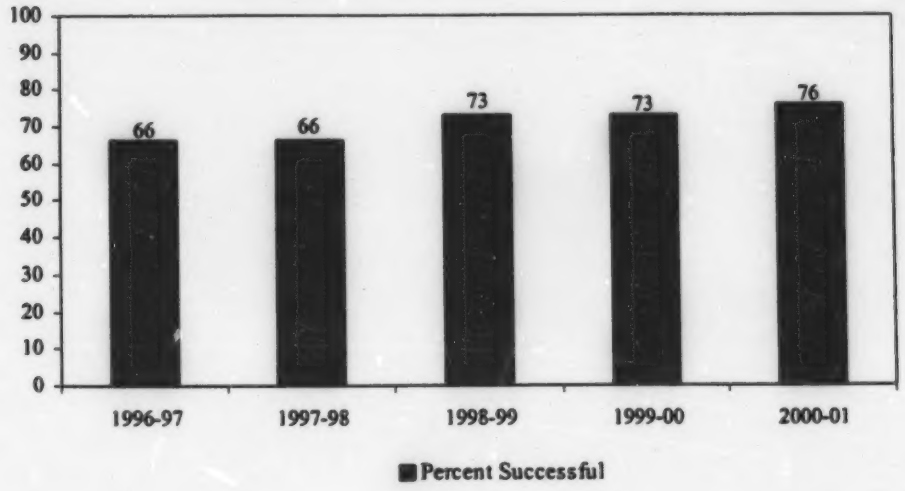
Provincial Examinations in English 111/112



Provincial Examinations in English 113



Middle Level English Language Proficiency Assessment



Appendix C

MARKING CRITERIA

and

THE NEW BRUNSWICK ORAL PROFICIENCY SCALE

for provincial assessments in

Anglophone School Districts

Middle Level English Language Proficiency Assessment

READING COMPREHENSION

Assessment Requirements: Students take two timed reading comprehension tests including both multiple-choice and constructed-response questions.

Overview of Test Content: The provincial reading comprehension objectives are measured by a variety of age-appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction), drama, and poems that vary in length, subject matter, and style. Students read passages and answer multiple-choice and constructed-response questions which assess the strategies used to discover meaning. Questions are varied; some require demonstration of critical thinking, while others require interpretation.

The appropriateness of all reading passages is judged by considering several important factors:

- vocabulary level
- sentence complexity
- type of subject matter
- kinds of skills measured by the passage

Literal, interpretive and critical comprehension skills are each included.

Literal comprehension requires students to understand what is *actually stated*; it requires "recall of facts".

Interpretive comprehension requires students to infer directly and to understand what is *implied* in a passage.

Critical comprehension requires students *to analyze* and *make judgements* about material read.

Within the reading test items, both multiple-choice and constructed-response questions, each of the specific objectives described in the outline below is measured.

The reading test items, both multiple-choice and constructed-response questions, measure the following skills and abilities:

STATED INFORMATION
The student recalls details and other information as stated in a passage.

PASSAGE ANALYSIS
The student analyzes a passage to interpret character feelings, motives, and/or traits; to interpret events; to compare and contrast elements; or to identify relationships, such as cause and effect.

CENTRAL THOUGHT
The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

WRITTEN FORMS/TECHNIQUES
The student identifies and interprets various forms of writing and literary techniques, such as genre, story structure, figurative language, and persuasive technique.

CRITICAL ASSESSMENT
The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion; to predict outcome; and/or to make other judgements related to the passage.

PROCESS WRITING

Assessment Requirements: Students submit a piece of prose, approximately 200 to 500 words, written on a topic of their choice from any discipline. Opportunities for pre-writing activities, teacher and peer conferencing, revision and editing strategies are each provided for and strongly recommended over approximately fifteen school days.

Descriptors of Performance:

SUPERIOR

- clear commitment to purpose and audience
- strong personal engagement with subject
- insightful and well considered ideas/events supported by significant, relevant, precise details
- precise choice of words
- purposeful and effective organization and expression
- minimal mechanical flaws

COMPETENT

- appreciation of purpose and audience
- good personal engagement with subject
- thoughtful and clear ideas supported by specific and purposeful details
- appropriate choice of words
- purposeful and clear organization and expression
- occasional mechanical flaws

ACCEPTABLE

- awareness of purpose and audience
- discernible personal engagement with subject
- straightforward and clear ideas supported by appropriate but generalized details
- adequate choice of words
- clear but mechanical organization and expression
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL

- diminished awareness of purpose and audience
- little personal engagement with subject
- limited but discernible ideas supported by few or repetitive details
- inadequate choice of words
- evident but sometimes inconsistent organization and expression
- mechanical errors are distracting and interfere with overall meaning

WEAK

- little or no awareness of purpose and audience
- lacks personal engagement with subject
- limited and imprecise ideas with scant/probably unrelated details
- poor choice of words
- unclear and haphazard organization and expression
- mechanical errors are jarring and seriously interfere with overall meaning

DEMAND WRITING

Assessment Requirements: Students are expected to present a piece of writing in response to a specific prompt/situation. Time for planning and preparation of a draft are provided, with additional time made available for completion of a final copy. Students are to work independently over a sixty-minute period.

Descriptors of Performance:

SUPERIOR

- clear commitment to purpose and audience
- confident, lively voice/strong personal engagement with subject
- insightful and well considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- minimal mechanical flaws

COMPETENT

- appreciation of purpose and audience
- confident, appropriate voice/good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- occasional mechanical flaws

ACCEPTABLE

- awareness of purpose and audience
- adequate sense of voice/discernible personal engagement with subject
- straightforward and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some mechanical flaws but not sufficient to interfere with overall meaning/message/argument

MARGINAL

- diminished/some awareness of purpose and audience
- uneven, inconsistent voice/little personal engagement with subject
- limited and/or vague ideas not organized or supported; repetitive
- inadequate choice of words
- some evidence of sentences and paragraphs
- mechanical errors are frequently distracting and/or interfere with overall meaning/message/argument

WEAK

- little or no awareness of purpose and audience
- little or no evidence of voice/lacks personal engagement with subject
- limited and imprecise ideas
- poor choice of words
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning/message/argument

Performance Levels - Middle Level Mathematics Assessment (Grade 8)

For this assessment, student achievement is classified into one of five performance levels. Below are some characteristics and practices of students achieving the different levels. Not every characteristic need be present to identify a student at a given performance level.

	Number Concepts & Operations	Patterns & Relations	Measurement & Geometry	Data Management & Probability
Superior	• selects the most appropriate representation of a number for a given situation • uses proportional reasoning with ease • comfortably deals with numeric and algebraic quantities • solves even complex novel problems correctly and often using unique approaches • communicates mathematical thinking clearly and fully	• draws correct and complete conclusions when interpreting graphs and tables • comfortably moves between different representations of a relationship • infers relationships from partial data • comfortably uses algebraic techniques to solve problems • recognizes the relationship between various algebraic situations	• efficiently combines and creates measurement formulae to find volumes and areas • applies the Pythagorean theorem even in situations where its use is not obvious • is comfortable visualizing and predicting the effects of transformations in 3 dimensions • easily links spatial and numerical/algebraic relationships	• makes good choices in representing data • draws correct and complete conclusions when interpreting data displays • clearly distinguishes between the effects of variability and central tendency measures • recognizes the uses and misuses of probability and data interpretations in society • comfortably extrapolates and interpolates data • efficiently calculates probability measures even in complex situations
Competent	• recognizes the alternative representations of numbers • uses proportional reasoning in a variety of situations • correctly operates with numeric and algebraic expressions • solves many novel problems correctly • communicates mathematical thinking reasonably clearly	• draws appropriate conclusions from tables and graphs • uses one representation of a relationship to generate another representation • sometimes infers relationships from partial data • uses algebraic techniques to solve a variety of problems • manipulates most algebraic quantities	• is comfortable using a wide variety of measurement formulae • correctly applies the Pythagorean theorem to solve problems • visualizes and predicts the effects of some transformations in 3 dimensions • sometimes links spatial and numerical/algebraic relationships	• recognizes alternatives in representing data • draws appropriate conclusions when interpreting data displays • correctly links descriptions of variability and central tendency to a set of data • recognizes some of the uses and misuses of drawing conclusions from partial data or probabilities • usually extrapolates and interpolates data correctly • correctly calculates a variety of probability measures
Acceptable	• recognizes alternative representations for some numbers • uses proportional reasoning in simple situations • correctly operates with many numeric and some algebraic expressions • solves some novel problems • communicates mathematical thinking, but not always clearly or completely	• draws some appropriate conclusions from tables and graphs • draws a graph from a table or vice versa • infers relationships from data representing basic patterns • uses algebraic techniques to solve some problems • performs algorithmic work with algebraic quantities	• applies measurement formulae correctly in many situations • knows when to apply the Pythagorean theorem and uses it in simple situations • visualizes simple shapes and predicts the effects of simple transformations in 3 dimensions • occasionally links spatial and numerical/algebraic relationships	• creates simple data displays of various sorts • draws some correct conclusions from data displays • calculates measures of central tendency and variability correctly • recognizes situations where media draw conclusions from data • sometimes extrapolates and interpolates data • correctly calculates simple probability measures
Marginal	• uses the suggested representation for a number • has difficulty using proportional reasoning • correctly operates with some numeric expressions • has difficulty dealing with novel problems • rarely can explain mathematical thinking	• describes graphs and tables, but does not often draw appropriate conclusions • sometimes draws a graph from a table or vice versa • continues a pattern, but struggles to describe it algebraically • avoids algebraic techniques to solve problems • only operates with very simple algebraic quantities	• applies measurement formulae correctly in simple situations • knows the meaning of the Pythagorean theorem but does not apply it consistently • visualizes a few very simple shapes and predicts the effects of only the most simple transformations in 3 dimensions • rarely links spatial and numerical/algebraic relationships	• creates some simple data displays with few errors • describes data displays, but has difficulty drawing conclusions • calculates measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • sometimes correctly calculates simple probability measures
Weak	• generally uses the suggested representation for a number • rarely uses proportional reasoning • makes many computational errors dealing with numbers and algebraic expressions • rarely knows how to proceed in solving novel problems • generally does not attempt to explain mathematical thinking	• describes only simple graphs and tables • has difficulty drawing a graph from a table or vice versa • struggles to continue patterns • avoids algebraic techniques to solve problems • is uncomfortable using algebraic quantities	• sometimes mixes up measurement situations and applies incorrect formulae • does not recognize the uses of the Pythagorean theorem • has difficulty visualizing or predicting the effects of transformations in 3 dimensions • does not link spatial and numerical/ algebraic relationships	• creates some simple data displays, but often with errors • describes only simple data displays • calculates some measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • has difficulty calculating even simple probability measures

Provincial Assessments at Grades 3 and 5

READING

The Assessment at Grades 3 and 5 includes both **continuous** and **non-continuous texts**, with a major emphasis on continuous texts. Continuous texts are typically composed of sentences that are, in turn, arranged in paragraphs. These may fit into even larger structures such as sections, chapters, and books. Non-continuous texts are based on simple lists or combinations of lists; these tend to be procedural texts.

The reading test items, both multiple choice and constructed response, measure the following five aspects associated with the full understanding of a text:

Aspect of Reading	Percentage of Assessment
Retrieving information	20-35
Broad understanding	20-30
Developing an interpretation	20-30
Reflecting on content	10-20
Reflecting on form	5-10
	100

Retrieving Information – In the course of daily life, readers often need to retrieve a particular piece of information. To do so, readers must scan and search the text, and locate and select relevant information. Students must match information given in the question with either literal or synonymous information in the text and use this to arrive at the new information requested.

Forming a Broad Understanding – To form a broad general understanding of the text, a reader must consider it as a whole or in a broad perspective. Students may demonstrate initial understanding through identifying the main topic or message or through identifying the general purpose or use of the text.

Developing an Interpretation – Developing an interpretation requires readers to extend their initial impressions so that they reach a more specific or complete understanding of what they have read. Examples of tasks that might be used to assess this aspect include comparing and contrasting information, drawing inferences, identifying and listing supporting evidence.

Reflecting on Content – Reflecting on content requires readers to connect information found in a text to knowledge from other sources. Readers must also assess the claims made in the text against their own knowledge of the world. Assessment tasks could include providing evidence or arguments from outside the text or evaluating the sufficiency of the evidence or information provided in the text.

Reflecting on Form – Tasks in this category require readers to stand apart from the text and evaluate its quality and effectiveness. The student may be called upon to identify or comment on the author's use of form.

WRITING

The writing component of the Assessment at Grades 3 and 5 is comprised of two tasks, **Writing 1** and **Writing 2.** Writing 1 is a demand writing piece that requires students to respond to a prescribed topic. Two writing sessions are given for students to complete this writing task. For Writing 2, students develop a longer piece of writing on a topic which they select themselves or from a list of suggestions provided. This task incorporates aspects of the writing process such as prewriting, revising, and editing. Four writing sessions are given for this task.

Writing Criteria

Superior ** This rating is reserved for exceptional and outstanding writing

- Focus sustained
- Coherent, well-developed structure
- Sentence structure varied
- Details effective and appropriate
- Interesting beginning and ending
- Individual style/voice
- Surprising, appropriate vocabulary
- Competent spelling, mechanics and usage for this grade level

Competent

- Focus clear
- Structure apparent; a sense of sequence
- Supporting detail appropriate
- A sense of closure achieved
- Individual style/emerging voice
- Vocabulary chosen to create images and add clarity
- Sentence structure varied
- Spelling, mechanics and usage generally good for this grade level

Acceptable

- Focus generally evident
- Structure generally apparent; some supporting detail, not always appropriate
- Closure is attempted
- Some sense of voice
- Vocabulary basic with some effective choices
- Some variety in sentence structure
- Spelling, mechanics and usage good to fair; meaning unaffected

Marginal

- Focus may be lost at times
- Supporting detail absent or unconnected
- Ending often abrupt
- Connecting words are the obvious ones (but, when)
- Sentence structure repetitive
- Vocabulary basic
- Spelling, mechanics and usage inconsistent; errors affect clarity

MATHEMATICS

The mathematics component of the Assessment at Grades 3 and 5 examines skills developed in Number Concepts / Number and Relationship Operations, Patterns and Relations, Shape and Space, and Data Management and Probability. Multiple choice, short answer, and open response questions are included as well as a short, timed section involving mental computation. The use of manipulatives is encouraged. The use of calculators is not permitted for any part of the assessment.

The table below shows the framework of the mathematics component:

Strand	Percentage of Assessment
Number Concepts / Number and Relationship Operations (Number)	20%
Number Concepts / Number and Relationship Operations (Operations)	30%
Patterns and Relations	10%
Shape and Space (Measurement)	15%
Shape and Space (Geometry)	10%
Data Management & Probability (Data Management)	10%
Data Management & Probability (Probability)	5%
	100%

SCIENCE

The science component assesses the understanding of the concepts and processes articulated in the science curriculum. The table below provides the framework for the science component:

Strand	Percentage of Assessment
Physical Sciences	25%
Life Sciences	25%
Earth Science	25%
Environment	25%
	100%

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy **only** with memorized phrases. Vocabulary is very limited.
BASIC	Some creation with language is evident. Able to satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers used to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows spontaneity in language production, but fluency is very uneven. Range and control of the language is limited.
***INTERMEDIATE**	Able to satisfy routine social demands and limited requirements in school/work setting. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in the school and community; can provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In complicated situations, language usage would probably distract a native speaker.
****INTERMEDIATE PLUS**	Able to satisfy most school/work requirements and show considerable ability to communicate on practical topics related to particular interests or special fields of competence. Often shows a significant degree of fluency and ease in speaking, yet under pressure would experience language break down. May show good control of language structures, but be limited in overall language production, or, conversely, may demonstrate ample speech production, but uneven control of structures. Normally does not have a grope for everyday words. Is able to participate in conversation in most formal and in all informal settings on a variety of practical, social and professional or school-related topics. Some misunderstandings will still occur.
***ADVANCED**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations on practical, social and academic/work related topics. Vocabulary is broad enough that the speaker rarely has to grope for a word. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur but they would not confuse or distract a native speaker. Comprehension is quite complete.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be faulty and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, professional). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

* Goal for Core Program
** Goal for Late Immersion
*** Goal for Early Immersion